

DEPARTMENT OF NURSING
NUR 3314
Nursing Pharmacology
Summer 2023

SEMESTER HOURS: 3.0 Credit Hours 1.0 Clinical Lab Credit (Weeks 10/Hybrid)

CONTACT HOURS: 2.9 Contact Hours/Week

CLINICAL HOURS: 5.8 Hours Skills/Simulation Laboratory /Week

Level: Junior

PREREQUISITES: Enrollment in SRSU Nursing Program

FACULTY INFORMATION:

Name: Rebecca Lewis, RN/FNPBC

Clinical Faculty: Rebecca Lewis

Contact Information: 940-626-9519

Office Hours: Wednesday

Hours available via e-mail: within 24 hours

Hours available on campus: Wednesday

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Phone number(s): 8am-9pm for phone calls/texts

University e-mail: rebecca.lewis@sulross.edu

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. The 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. PATIENT
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.

MARKETABLE SKILLS FOR THE DEPARTMENT OF NURSING

The following marketable skills and dissemination plan has been submitted to the Texas Higher Education Board after approval from the AVP of Institutional Effectiveness at SRSU

Students will:

1. develop inquiry skills to evaluate situations (Sense of Inquiry);
2. develop communication skills to evaluate situations (Communication Skills);
3. develop research skills to promote their lifelong learning (Continuous Lifelong Learning); and
4. comport themselves verbally and visually in a professional manner (Professionalism).

Plan for Dissemination:

Students learn the marketable skills by first being exposed to them in all course syllabi. Each of the marketable skills is closely observed and evaluated by clinical faculty and preceptors as students' progress through the educational program. Students hone their research and communication skills through assignments and activities in multiple classes.

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-Book:

Adams, M., Holland, N., & Urban, C. (2019) *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 Modules related to Video Case Studies, Engage Fundamentals, Dosage Calculations, Skills Modules, Learning System 3.0, and Pharmacology Made Easy

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

ATI Print Books:

- Drug Handbook
- Pharmacology for Nursing

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/Discussion

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.

Reflective Journal

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.

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). It will be graded.

Examinations

Four (4) quizzes will be administered throughout the course. There will be two (2) unit examinations, a formative 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:

1. Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in class discussion, clinical performance when applicable, knowledge and comprehension of reading assignments, and completion of course assignments. Criteria for each course activity and assignments, including grading rubrics, are identified in the weekly modules and located in the appendix of this syllabus. Achievable points for assignments will be totaled and calculated into the grade according to the percentage specified.

2. **Summary of Measure for Evaluation:**

<u>Course Requirements</u>	<u>Percentage</u>
ATI Assignments	10%
Older Adult Health Medication History Written Assignment	10%
Case Study Discussion #1	5%
Case Study Discussion #2	5%
Reflection Paper	5%
Exam #1	15%
Exam #2	15%
Exam #3	15%
Comprehensive Final	20%
Clinical Lab Experiences	Pass/Fail
Total Points	100%

3. **Calculation of Final Grade:**

The final grade is derived as a summary of the points delineated on specific rubrics assignments and participation. Students must pass course quizzes with an average of 80% or higher in order to pass the course. The final letter grade will follow the program grading scale:

Grading Scale

A = 90-100

B = 80-89

C = 75-79

D = 69-74

F = 69 OR BELOW

POLICIES FOR EXAMS AND ASSIGNMENTS (as appropriate for the course):

A minimum average of 80% must be achieved on examinations to receive a passing grade for the course. This will include three (3) examinations and a final. The examination average must be calculated before adding grades from other assignments. When a grade of less than 80% is acquired on any examination, the student will be required to meet with the faculty of record, followed with a meeting with the Success Counselor. The purpose for this activity is to assist the student to determine the rationale for the lower grade achievement and develop an action plan to correct identified problems. The Missildine Review will be initiated to follow student progress.

Testing/Assessments:

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.

COURSE SCHEDULE

NUR 3314 NURSING PHARMACOLOGY

(This schedule is subject to change by faculty as needed.)

Week Date	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
June 2	<p style="text-align: center;">ORIENTATION</p> <p>Orientation to the course and syllabus</p> <p>Textbooks</p> <p>Use of ATI as a learning tool</p> <p>OBJECTIVES: Review course assignments and clinical activities.</p> <p>Review and initiate the process and expectations related to the Older Adult Interview.</p> <p>Review expectations/grading rubric for case study discussion forum.</p> <p>Explain scope and grading rubric of reflection assignment. Skills for clinical lab experience.</p> <p>Review dates, expectations, and syllabus schedules</p> <p>Course Overview, Purposes, Course Expectations and Online Clinical Assignment Submission Process</p>	<p>Review Course Syllabus and Course Calendar</p> <p>Ensure access to ATI, review the introductory videos for students and explore the resources</p>	<p>Orientation to include: Use of the lab</p> <p>Clinical sites and expectations</p> <p>Clinical dress expectations</p> <p>Lab calendar</p> <p>Overview of dosage calculations</p>

Week Date	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
WEEK 1 June 6	<p>Units 1&2 Core Concepts in Pharmacology/Pharmacology and the Nurse/Patient Relationship</p> <p>OBJECTIVES:</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 verses therapeutic classifications. 5. Describe what is meant by a drugs 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 the role of the FDA in the drug approval process. 9. Explain the meaning of controlled substance and teratogenic risks. 10. Identify the five drug schedules and provide an example at each level. 11. Identify the five categories of teratogenic drug classifications. 12. Describe the role and responsibilities of nurses in safe drug administration. 13. Identify and apply the 6 rights of drug administration. 14. Identify how drugs are excreted. 	<p>REVIEW LECTURE NOTES PLACED IN THE BLACKBOARD AREA</p>	<p>DISCUSSION: Rural Nursing Theory and Concepts. Obj. 3, 10, 11, 12, 13</p> <p>DISCUSSION: Rural/Frontier & Cultural Factors. Obj. 2</p> <p>DISCUSSION: Intro to Pharm Obj. 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Rural/Frontier and Cultural factors in Medication Compliance. Obj. 2</p> <p>Review ATI Program Modules for Pharmacology Made Easy unit Pharmacy Principles--complete prior to class</p> <p>LAB:</p> <p>Tentative: Interviews with older adults</p> <p>Drug calculation exam follow up (IN CLASS)</p> <p>Exploring drug reference information</p> <p>Ensure access to ATI platform is complete</p> <p>Complete ATI: Pharmacology Made Easy: Introduction to Pharmacology—complete prior to class *Lesson/Test</p>

Week Date	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
WEEK 2 June 14	<p>Units 1&2 Core Concepts in Pharmacology/Pharmacology and the Nurse/Patient Relationship</p> <p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Discuss strategies that reduce medication error and incidents. Explain the role of medication reconciliation in patient safety. 2. Identify strategies that promote collaborative patient relationships and improve patient compliance. 3. Describe physiological differences that affect pharmacokinetics throughout the lifespan. 4. Identify factors that influence transfer of drugs from mother to infant. 5. Explain the role of complementary and alternative medicine in patient wellness. 6. Analyze the legislation process regulating herbal and dietary supplements. 7. Discuss the nurse's role in teaching patients about complementary and alternative therapies. 8. Discuss the role of medications in emergency preparedness. 9. Explain the threat, transmission, clinical manifestations, and treatment of anthrax exposure. 10. List top substances causing human poison exposures. 11. Describe specific antidotes used to treat common overdosed substances. 	<p>REVIEW LECTURE NOTES PLACED IN THE BLACKBOARD AREA</p> <p>REVIEW POWERPOINTS FROM WEEK ONE IN PREPARATION FOR WEEK TWO</p> <p>READ For Wednesday Class: Reading and prep for class:</p> <p>Pharmacology for Nurses: A pathophysiological approach, Chapters 3, 4, 5</p> <p>Student Independent Review: Biological Poisoning threats: Chapters 9, 10, 11, 12</p> <p>REVIEW: Conversion Tables Medical Abbreviations in Blackboard</p>	<p>Class Discussion</p> <p>ATI Modules: Pharmacology Made Easy: Introduction to Pharmacology—complete prior to class</p> <p>ATI: Dosage Calculation 3.0 Modules: Safe Dosage, Medication Administration, Oral Medications—complete prior to class</p> <p>ATI Video Case Studies: SAFETY: Look Alike/Sound Alike; Preventing Medication Errors</p> <p>UPCOMING ASSIGNMENTS:</p> <p>Prepare for Medication Assessment Paper Due Next Week</p> <p>Quiz #1 Next Week</p>

Week Date	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
WEEK 3 June 21	Units 1&2 Core Concepts in Pharmacology/Pharmacology and the Nurse/Patient Relationship OBJECTIVES: <ol style="list-style-type: none"> Describe the role and responsibilities of nurses in safe drug administration. Identify and apply the 6 rights of drug administration. Compare systems of measurement in pharmacology. Explain the proper methods of administering enteral, topical, and parenteral drugs. Compare the advantages and disadvantages of each route of drug administration. Discuss factors affecting drug absorption. Describe the role of plasma proteins in drug distribution. Explain and apply drug onset, peak, and plasma half-life to pharmacotherapy. Explain therapeutic range, loading versus maintenance dosing. Discuss nurse decision making as it relates to pharmacodynamics. Distinguish between an agonist, a partial agonist, and an antagonist at drug receptor sites. 	REVIEW LECTURE NOTES PLACED IN THE BLACKBOARD AREA REVIEW POWERPOINTS FROM WEEK 1-2 IN PREPARATION FOR WEEK THREE READ For Wednesday Class: Reading and prep for class: Pharmacology for Nurses: A pathophysiological approach, Chapters 6, 7, 8 REVIEW: Conversion Tables Medical Abbreviations in Blackboard UPCOMING ASSIGNMENTS: Older Adult Pharmacology interview assignment due: 6/27/23 ASSIGNMENTS DUE THIS WEEK: Medication assessment paper is due this week Quiz 1—weeks 1-3 lecture—in Respondus; opens 12 noon 6/21/23 Wednesday and	CLASS DISCUSSION: The Role of the Nurse and Medication safety. Obj. 1, 2, 5,7 ATI Video Case Studies: SAFETY: Pharmacology Across the Lifespan; Polypharmacy; Safe Dosage —complete prior to class Dosage Calculation 3.0: Dosages by Weight ATI Engage Fundamentals RN 3.0: Medication Administration —complete prior to Quiz 1 on June 21. ATI Skills Module: Concepts of Medication Administration —complete prior to Quiz 1 on June 21 LAB: When practicing dosage calculation problems choose one method: Ratio/proportion, Desired over Have, or Dimensional analysis Demonstration/return demonstration of administration of oral medications, eye drops, ear drops for adult and child, nose drops, topicals patches. Application of 6 Rights and 3 Checks Infection control in

		closes 12 midnight Sunday 6/25/23	medication administration Reading and interpreting a drug order Patient safety in drug administration. Documentation of drug administration.
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Week Date	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
WEEK 4 June 28	Respiratory System and Gastrointestinal System OBJECTIVES: <ol style="list-style-type: none"> 1. Apply the nursing process to care for patients receiving medications for allergic rhinitis, common cold, asthma, and COPD. 2. Apply the nursing process to care for patients receiving medications for gastric ulcers, gastroesophageal reflux diseases, constipation, diarrhea, nausea/vomiting, pancreatitis. 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. 	Required reading/class prep Pharmacology for Nurses: A pathophysiological approach, Chapters 39, 40, 41, 42, 43. Refer to Prototype drug list in Blackboard for lecture. Medications for the Respiratory and Gastrointestinal Systems UPCOMING ASSIGNMENTS: Case Study Discussion #1—submit in Blackboard Lab skills test #1—pass or fail	Class Discussion Medications for the Respiratory and Gastrointestinal Systems Explain their mechanism of action, effects in their respective system, and important adverse effects including Black Box warnings. Formulate a nursing care plan for medications with body systems. ATI Pharm Made Easy: Gastrointestinal System; Respiratory System; __complete prior to class DUE THIS WEEK: Older Adult Pharmacology interview assignment due: 6/27/23

Week Date	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
WEEK 5 July 5	<p>Immune System</p> <p>OBJECTIVES:</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>Refer to Prototype drug list in Blackboard</p> <p>UPCOMING ASSIGNMENTS</p> <p>Test #2 for lecture weeks 4-6—in Respondus. Opens noon on Wednesday and closes 12 Midnight Sunday</p> <p>Drug Calculation #2 quiz in lab</p>	<p>Class Discussion</p> <p>Medications for the Immune System</p> <p>Review of Communicating the role of vaccinations to communities.</p> <p>ATI Pharm Made Easy: Immune System; Pain & Inflammation—complete prior to class</p> <p>DUE THIS WEEK:</p> <p>Case Study Discussion #1—submit in Blackboard</p> <p>Lab skills test #1—pass or fail</p>

Week Date	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
WEEK 6 July 12	<p>Endocrine System</p> <p>OBJECTIVES:</p> <ol style="list-style-type: none"> 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. 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>Pharmacology for Nurses: A pathophysiological approach, Chapters 44, 45, 46, 47</p> <p>American Diabetes Association recommendations</p> <p>Review the video on Blackboard, Type 1 and Type 2 Diabetes</p> <p>UPCOMING ASSIGNMENTS</p> <p>Reflective assignment</p>	<p>Class Discussion</p> <p>Medications for the Endocrine System</p> <p>Treatment's lecture</p> <p>ATI Modules: Pharm Made Easy: Infection</p> <p>Endocrine System—complete prior to class</p> <p>DUE THIS WEEK:</p> <p>Test #2 for lecture weeks 4-6—in Respondus. Opens noon on Wednesday and closes 12 Midnight Sunday</p> <p>Drug Calculation #2 quiz in lab</p>

Week Date	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
WEEK 7 July 19	Cardiovascular and Urinary Systems OBJECTIVES: 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. 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	Pharmacology for Nurses: A Pathophysiological Approach chapters 23-32 American Heart Association Hypertension Guidelines Resources https://www.heart.org/en/health-topics/high-blood-pressure-toolkit-resources JNC 8 Guidelines for Management of Hypertension in Adults https://thepafp.org/website/wp-content/upload/2017/05/2014-JNC-8-Hypertension.pdf Review Prototype drug list UPCOMING ASSIGNMENTS: Case Study #2 Reflective assignment	Class Discussion ATI Pharm Made Easy: The Cardiovascular System The Hematologic System—complete prior to class Care Plans for listed disorders—will work on these in lab Review JNC8 Guidelines for Hypertension Management ATI Learning System 3.0: Pharmacology Quiz —complete prior to class DUE THIS WEEK Reflective assignment due

Week Date	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
WEEK 8 July 26	<p>Nervous System</p> <p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. 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. 2. Categorize drugs used before, during, and after anesthesia. 3. Compare and contrast symptoms and pharmacological treatment of alcohol, opioid, stimulant, and nicotine dependence. 4. Apply evidence-based nursing practice for effective pain management. 5. Explain Prototype drugs with adverse effects and Black Box Warnings. 	<p>Pharmacology for Nurses: A pathophysiological Approach, Chapters 12-22</p> <p>National Rural Health Association Policy Brief: Treating the Rural Opioid Epidemic</p> <p>Refer to Prototype drug list</p> <p>UPCOMING ASSIGNMENTS:</p> <p>Reflective assignment</p> <p>Dosage calculation quiz</p> <p>Test #3 on Lecture weeks 7-9 in Respondus. Opens at 12 noon on Wednesday and closes 12 midnight on Sunday</p>	<p>Class Discussion</p> <p>Opioid and/or Naloxone Case Study in class</p> <p>Evidence-Based Practice for pain Management</p> <p>Lab: Pharmacological treatments for Behavioral Health Disorders</p> <p>ATI Pharm Made Easy: The Neurological System (Part 1) The Reproductive and Genitourinary System</p> <p>Video Case Studies: SAFETY: Administering continuous IV Medication Infusion</p> <p>DUE THIS WEEK:</p> <p>Case Study #2 Due</p> <p>Reflective Assignment due</p>

Week Date	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
WEEK 9 Aug. 2	<p>Continue Nervous System Pharm Content</p> <p>OBJECTIVES:</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, transdermal patch in lab across the lifespan. 5. Calculate medication dosing with order interpretation based on age, weight and other patient data. 	<p>CONT.</p> <p>Pharmacology for Nurses: A pathophysiological Approach, Chapters 12-22</p> <p>UPCOMING ASSIGNMENTS</p> <p>Reflective assignment</p>	<p>Medication delivery for Parkinsonism Patients</p> <p>Evidence based practice or pain medication management review</p> <p>ATI Pharm Made Easy: The Neurological System (Part 2) The Musculoskeletal System</p> <p>ATI Video Case Studies: SAFETY Metered Dose Inhalers</p> <p>DUE THIS WEEK:</p> <p>Dosage calculation quiz</p> <p>Test #3 on Lecture weeks 7-9 in Respondus. Opens at 12 noon on Wednesday and closes 12 midnight on Sunday</p> <p>Reflective assignment due</p>

Week Date	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
WEEK 10 AUG 9	Integumentary System, Eyes, & Ears OBJECTIVES: <ol style="list-style-type: none"> 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. 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. 	Pharmacology for Nurses: A pathophysiological approach, Chapters 48,49,50 Refer to Prototype drug list UPCOMING COMPREHENSIVE FINAL EXAM	Class Discussion Review meds for Osteoporosis, Acne, and Glaucoma—discuss in class and lab DUE THIS WEEK: Reflective assignment due ATI: Learning System 3.0 Pharmacology Final by August 9—complete prior to class
FINAL	Comprehensive Final Exam: Covers lecture week 10-11 and comprehensive for course. Opens Tuesday, August 15 Respondus Opens 0800 Closes 1200 noon		Evaluations reviewed

COURSE EXPECTATIONS:

Orientation to Course:

Students will participate in course orientation and orientation to designated hospitals, community agencies and clinic settings prior to engaging in clinical learning experiences. Students are accountable to adhere to facility policies and procedures. Orientation will include a review of course skills, experiences, assignments, and clinical evaluation. Expectations regarding meeting scheduled class, clinical and laboratory sessions, attendance, and promptness will be reviewed.

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 time, learning goals, work schedules, and family arrangements to fully participate in the course and assignment activities.
6. Each member of the class is able to use computer technology and access resources via the Internet and other mobile technologies as needed for this and other courses.

COMMUNICATIONS:

- **Announcements** – Check announcements each time you log onto the course.
- **Course email** – Check course email frequently for communications and make sure that 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 problems. Seek help immediately. Contact 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 6PM 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 5 days of submission.
- **Writing and use of APA:** All written assignments and bulletin board postings will be submitted using the American Psychological Association (APA) Guidelines, as indicated by faculty. <http://owl.english.purdue.edu/owl/resource/560/01>

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at every class meeting, both face to face and online.
- 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 your assigned readings prior to joining the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance, including responding to faculty requests or communications.
- 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.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function may be utilized to verify student online participation.

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.
 1. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view.
 2. Be careful with the tone of what you are communicating, i. e., sarcasm and subtle humor; one person’s joke may be another person’s insult.
 3. Do not use all caps in the message box (it is considered shouting).
 4. 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 an online class or 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.
 1. Use a meaningful title in the Subject line. For e-mail, include course number.
 2. Use the person’s name you are writing to as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
 3. Close the posting by writing your full name at the end of the message.
5. 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.
 1. Keep the messages you post to the Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your point-of-view.

2. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
3. When posting a response, make sure you identify the post to which you are responding.
4. If the topic you plan to address is covered in an existing thread, do not start a new thread.
5. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
6. Try not to lurk, meaning you are just reading and not participating.
6. Quality of online communications/postings is important.
 1. It is not acceptable to present work or ideas of others as your own. Use APA format when you quote directly from a source—use 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.
 2. If the posting is going to be long, use paragraphs.
 3. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms.
 4. Just as you would proofread a formal paper, before posting:
 - i. Read what you have written for content;
 - ii. Rethink what you have written for tone;
 - iii. Reread what you have written for organization and coherence; and
 - 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 as others may be on a different schedule. If it is urgent, you can contact other students or faculty by e-mail, phone, or text.

MANDATORY UNIVERSITY STATEMENTS:

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

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:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine Students seeking accessibility/accommodations

services must contact Mary Schwartz, LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall – room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

LIBRARY INFORMATION

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Additional information for students at Rio Grande College:

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may additionally use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) from the Alpine campus.

CLASSROOM CLIMATE OF RESPECT

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

DIVERSITY STATEMENT

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you

DISTANCE EDUCATION STATEMENT

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. 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 SRSU website. Directions for filing a student complaint are located in the student handbook.

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.

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 Case Study Discussion Forum Grading Rubric

Instructions:

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 medication therapies.
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 recommended references, national guidelines, journal articles or reputable health organization content (ex. American Diabetes Association)

+ 20	+10	+0	Total Points
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 Rubric for Reflective Paper

Student Name:				Date:
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 Assignment	<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				

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.

Professional Paper Grading Rubric

Student: _____ Date _____

Section			
Introduction Hey!! 15=____	Describes subject and goal of paper Points 10-15	Describes topic Points 1-9	Topic not defined Points 0
Body See!! 50=____	Addresses the following: 1. Building and maintaining clinical competence. 2. Building and maintaining professional leadership. Points 40-50	Partially responds to questions. Points 1-39	Fails to address questions Points 0
Summary So!! 15=____	Succinct summary of topic Points 10-15	General comments about the subject Points 1-9	Does not fully address topic and issues Points 0
Format 20=____	Adheres to APA* format with cover page, body not to exceed two (2) pages, double-spaced in 12-point font. References formatted by APA. Points 15-20	Partially adheres to APA format Points 1-14	Fails to adhere to APA format Points 0
Total 100			

*Use OWL or comparable reference for APA format.

PARTICIPATION/DISCUSSION RUBRIC

CRITERIA	Performance Indicators			
	Proficient	Competent	Substantive Area for Improvement	Unsatisfactory Work
<u>Content</u> Information in the posting is relevant to the assigned questions and demonstrates student learning.	Responds to discussion questions with a clear understanding of the focus of study in the module. Posting & responses meet all the requirements of the discussion instruction 25 Points	Responds to discussion questions but with minor confusion about the focus of study in the module. Posting & responses meet most of the requirements of the discussion instructions 20 Points	Responds to 1 or more discussion questions with major confusion about the focus of study in the module. Or Provides some answers but fails to respond to discussion questions as directed in the Forum. Posting & responses meet some of the requirements of the discussion instructions. 10 Points	The discussion questions are not answered. Or Responses have no connection to the questions. Posting & responses meet few/none of the discussion instructions. 0 Points
<u>Scholarly Presentation</u> Writing style allows for clear communication of thoughts through logical presentation of ideas with correct spelling, grammar, and punctuation (SGP).	Thoughts are logically organized at the paragraph level without errors in SGP. 5 Points	Thoughts are logically organized at the paragraph level with no more than 3 errors in SG 10 Points	Thoughts are logically organized at the paragraph level with no more than 4 errors in SGP. &/Or Thoughts show limited logical organization between ideas. 5 Points	Thoughts show no logical organization in the paragraph. &/ Or Postings contain in excess of 4 errors in SGP. 0 Points
<u>Engagement</u> Student engagement in discussion occurs through use of thoughtful replies to the postings of other students.	Replies in the forum to 2 peers in a thoughtful, reflective, and respectful manner. 20 Points	Replies in the forum to 1 peer in a thoughtful, reflective, and respectful manner. 10 Points	Gives a limited reply to peers in a respectful manner. 5 Points	No replies to any postings. &/ Or Replies are clearly disrespectful. 0 Points
<u>Citations/APA</u> Ideas are supported by proper citation and use of references following APA format.	Postings incorporate citations and references following APA format with only 1 error. 20 Points	Postings incorporate citations and references following APA format with no more than 2 errors. 15 Points	Postings incorporate citations and references following APA format with no more than 3 errors. 10 Points	Postings include three or more errors in APA format. 5 Points
<u>Literature/Evidence</u> Ideas are supported by student-conducted research from sources outside the required course material.	Postings and replies are supported by more than <u>two</u> outside references in addition to required readings. 20 Points	Postings and replies are supported by <u>one</u> outside reference in addition to required readings. 10 Points	Postings and/or replies are <u>only</u> supported by required readings. 5 Points	Postings and replies are not supported by any evidence. 0 Points

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			
Introduction 15=_____	Topic: Describe your subject, the setting for the interview, and the reason for choosing this subject. Points 10-15	States and defines topic Points 1-9	Topic not described Points 0
Body 50=_____	Interview Content: Interview reflects response to all or more than the recommended questions. Additional questions are pertinent to the assignment and contribute to patient centered care. Points 40-50	Responds to 15 or fewer questions. Points 1-39	Addresses fewer than 5 questions Points 0
Summary 15=_____	Problems and Conclusions: Describe any problems or conclusions that you were able to bring forward as a result of the interview (health literacy, transportation, etc.). Reflect on this activity and relate this activity to the role of the professional nurse. Points 10-15	General comments about the subject and some issues Points 1-9	Does not fully address topic and issues Points 0
Format 20=_____	Formatting: Adheres to APA format with cover page, double-spaced in 12-point font. No errors in grammar or spelling. Points 15-20	Partially adheres to format guidelines, some grammar or spelling errors. Points 1-14	Fails to adhere to format. Numerous grammar/spelling issues Points 0

Total Points Max 100 = _____ Comments and suggestions:

Faculty: _____

Rubric for Reflective Journal Writing

Student Name:			Date:	
Task Description: Using the model for reflection, each week, the student will make a reflective journal entry regarding a particular learning activity or experience in class or other settings that demonstrates nursing values and principles and how this activity impacted the student's understanding of professional nursing.				
Criteria	Exemplary	Accomplished	Developing	Beginning
Retelling of Experience	<input type="checkbox"/> Detailed explanation of experience <input type="checkbox"/> Specific descriptors of observations during experience <input type="checkbox"/> Writing is highly organized with logical sequence	<input type="checkbox"/> Clear explanation of experience <input type="checkbox"/> Objective observation of experience <input type="checkbox"/> Organization is clear and easy to follow	<input type="checkbox"/> Somewhat clear explanation of experience <input type="checkbox"/> Somewhat objective observation of experience <input type="checkbox"/> Minimal organization	<input type="checkbox"/> Vague explanation of experience <input type="checkbox"/> Non-objective observation of experience <input type="checkbox"/> No organization evident; confusing
Reflections/ Personal Response	<input type="checkbox"/> Reflects well on own work <input type="checkbox"/> Provides many examples	<input type="checkbox"/> Reflects on own work <input type="checkbox"/> Provides examples	<input type="checkbox"/> Some reflection on own work <input type="checkbox"/> Provides few examples	<input type="checkbox"/> Little reflection on own work <input type="checkbox"/> Provides very few or no examples
Relevance to Classroom Concepts or Personal Experience	<input type="checkbox"/> Student listens well in different contexts; relates observations to classroom concepts and/or personal experiences	<input type="checkbox"/> Student listens in class; relates some observations to classroom concepts and/or personal experiences	<input type="checkbox"/> Makes minimal reference to what is heard in class or to personal experience	<input type="checkbox"/> Makes no reference to what is heard in class or personal experiences
Analysis of Experience	<input type="checkbox"/> Makes many inferences <input type="checkbox"/> Comprehends deeper meanings <input type="checkbox"/> High level of critical thinking expressed	<input type="checkbox"/> Makes inferences most of the time <input type="checkbox"/> Usually comprehends deeper meanings <input type="checkbox"/> Some critical thinking expressed	<input type="checkbox"/> Some inferences are made <input type="checkbox"/> Comprehends surface level meaning <input type="checkbox"/> Minimal critical thinking expressed	<input type="checkbox"/> Few or no inferences are made <input type="checkbox"/> No comprehension or reflection on assignment <input type="checkbox"/> Little or no evidence of critical thinking
Effort on Assignment	<input type="checkbox"/> Obvious, detailed effort on assignment <input type="checkbox"/> Neat, legible handwriting	<input type="checkbox"/> Acceptable effort on all parts of the assignment <input type="checkbox"/> Legible handwriting	<input type="checkbox"/> Some effort on assignment <input type="checkbox"/> Readable handwriting	<input type="checkbox"/> Little or no effort on assignment <input type="checkbox"/> Illegible handwriting
Faculty Feedback				

Date

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

Objectives	TBON DEC's	AACN Essentials
MEMBER OF THE PROFESSION		
1. Discuss the value of current literature related to designated biophysical and pathophysiological, advanced, health-care concepts.	I-A 1-4; B 1, 2; D 1; II-D 1 a-c	VIII
2. Incorporate standards of practice for the professional nursing role when providing holistic, culturally sensitive, evidence-based care for individuals and families who are critically ill or in life-threatening situations, such as disasters.	I-B 2; C 3; II-E 8, 9	II
3. Demonstrate responsibility for continued competence in nursing practice.	I B 4	III
4. Develop insight through reflection, self-analysis, self-care and life-long learning	I -B 5	VIII, IX
PROVIDER OF PATIENT-CENTERED CARE		
5. Utilize a systematic process to analyze selected, advanced, health-care concepts across the life span.	II-A 1.a; C.1.a; F 1	II, III
6. Describe and evaluate nursing management for selected, advanced, health-care concepts.	II-A 3.a, 4.a, b; C 4 a; E 5;	III, VII
7. Apply learned concepts to exemplars that reflect advanced health-care conditions (status).	II-B 1.b, 4; 3.a, b; E.2; F 2	I, III, IX
8. Analyze the interrelatedness of health-care concepts which support clinical judgments for optimum patient-care outcomes in patients across the life span.	II-B 6; C 6; G 1 a	I, III
9. Incorporate acquired knowledge and skills in addressing critical and life-threatening situations for individuals and communities.	II-B 5; C 1a., 2b;	I, III, VIII
10. Discuss desired actions, side effects, rationale, and nursing implications of pharmacological agents used in the care of patients with advanced health needs involving multiple body systems.	II-B 9; C 3; E 4a, 6a, 7, 12; G 3	I, II, III, VII
11. Create teaching, discharge, and referral plans for patients to facilitate adaptation to health needs involving multiple body systems.	I-A 1-4; B 1, 2; D 1; G 2a, b, 3 a; IV G 3a-c	I, II, III, VII
12. Discuss economic, cultural, and political issues influencing care of patients with advanced health needs.	IV-F 4	VI
PATIENT SAFETY ADVOCATE		
13. Use safety alerts and decision supports to prevent harmful occurrences to patients, families, and/or staff during the care of patients.	II-B 10; III-B 1, 2, 4; C	VII, IV, V
14. Recognize clinical conditions that require notification of EMS or Rapid Response Teams.	III-A1, 2, 3; B 4; C 2; D1; E 1, 2; F 1, 2	II, III,
15. Demonstrates safe use of monitoring devices, including the crash cart, AED, and/or LifePak.	IV-F 2 d, e;	V, VII, IX
16. Describe elements of disaster planning and preparedness activities in the community.	IV A 3, b; C 2; D 1	V, VII, IX
MEMBER OF THE HEALTH CARE TEAM		
17. Communicate issues related to exemplars for each concept to health-team members.	IV C 4 a, D 1, 3; E 1 a.; F 4 a	III & VI
18. Identify a variety of community resources that assist patients with advanced health problems.	IV A 5; B 2c; D 3; E2; F 1	V, VI, VII, IX
19. Employ collaborative communication principles when working with community groups and organizations to address disaster preparedness and prevention.	IV A 2, C 3; D 1, 3 a; E 1a, b, 3; F 4 a	V, VI, VII, IX