
SUL ROSS STATE UNIVERSITY
DEPARTMENT OF NURSING

NUR 3314 Nursing Pharmacology Fall Junior Year



SEMESTER HOURS: 3.0 Credits

DIDACTIC CONTACT HOURS: 3

PREREQUISITES: Enrollment in SRSU Nursing Program

FACULTY INFORMATION:

Name: Dr. Minerva Gonzales

Contact Information: minerva.gonzales@sulross.edu

Office Hours: Tuesday-Friday 10-12pm

Hours available via e-mail: Monday-Friday 8a-5p

Hours available on campus: Monday-Friday 8-5p

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Phone number(s): 432-837-8481

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COURSE DESCRIPTION:

This 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 border 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.
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 border 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:

ATI (ND). Modules related to RN Pharmacology for Nurses

Resources and Articles:

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.

Examinations

There will be a comprehensive final at the end of the course.

Dosage Calculation Quizzes

Students will take ATI dosage calculation quizzes. Refer to syllabus calendar for dates.

Medication Cards

Students will complete and submit medication cards. Refer to syllabus calendar for categories and due dates.

*All weekly assignments must be submitted to pass the course.

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.

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.

Summary of Measures for Evaluation:

<u>Course Requirements</u>	<u>Percentage</u>
Weekly Notes	P/F
Quizzes	15%
Exam 1	20%
Exam 2	20%
Exam 3	20%
Comprehensive Final	25%
Total Percentage	100%

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.

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 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.

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartz@sulross.edu or contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@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.

SRSU 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 a 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.

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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 LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

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.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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 a supportive 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.

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. Inform faculty in a timely manner if experiencing technological problems.
- 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 t

3. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking a 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.
4. Emails and Discussion Boards are public, and the University archives all materials. Do not post anything too personal, as all the 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. Do not use all caps in the message box (it is considered shouting);
 - e. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
5. 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,
 - 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.
6. Don't send large files, since someone may have a relatively slow internet connection.
7. Be sure to check for viruses when sending files.
 - a. Do not use all caps in the message box (it is considered shouting);
 - b. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
8. Be helpful and be sure to do your part in group work so that assignments can be completed.
9. 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.

10. 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.
11. 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 name and year in the body of the narrative. At the end of posting, provide the complete reference using APA format.
12. 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.

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

Week	Topics and Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
Week 1 Unit 1 Date: 8/24	Pharmacological Principles. Lectures: Rural/Border & Cultural Factors in Medication Compliance, Pharmacological Core Concepts & Promoting Safety and Patient Centered Care in Medication Administration. Course Overview, Purposes, Course Expectations & Online Assignment Submission Process. Learning Objectives: • Differentiate between generic and brand/trade name medications, prescription and nonprescription medications • Discuss the pharmaceuticals, pharmacokinetics, and pharmacodynamics of medications • Identify the expected actions and therapeutic uses of medications • Explain the significance of an adverse drug reaction, tolerance, and toxicity • Discuss medication precautions, contraindications, and interactions	<u>ATI Pharmacology Made Easy 5.0</u> Introduction to Pharmacology Look & Sound Alike Medications Medication Interactions Pharmacology Across the Life-Span	Review Course Syllabus and Course Calendar. Ensure access to ATI platform is complete. Locate ATI Pharmacology modules. <u>ATI Dosage Calculation and Safe Medication Administration 4.0</u> : Safe Medication Administration <u>ATI Dosage Calculation and Safe Medication Administration 4.0</u> : Medication Administration Review Medication Card template Review various routes of medication administration. Review list of abbreviations. Review 6 rights of medication administration.
Week 2 Unit 4 Date: 8/30	Cardiovascular System Lecture: Medications for Heart Patients Apply the nursing process to care for patients receiving medications for the following disorders: hyperlipidemia, renal failure, hypertension, electrolyte imbalance, heart failure, angina, acute coronary syndrome, shock,	<u>ATI Pharmacology Made Easy 5.0</u> The Cardiovascular System Medication Interactions Pharmacology Across the Life-Span • ACE Inhibitors • Angiotensin Receptor Antagonists	<u>ATI Dosage Calculation and Safe Medication Administration 4.0</u> : Oral Medications Submit Cardiovascular notes/templates by 9/6

	anaphy- laxis, dysrhythmias, coagulation disorders & anemia.	nists • Beta Blockers • Calcium Channel Blockers • Statin Antihyperlipidemic Agents • Anticoagulants • Anti-Platelet Additional Resource: ATI RN Pharmacology for Nursing (Edition 9.0) Chapters 18-22	
Week 3 Date: 9/7	Labor Day Holiday		

Week 4 Unit 3 Date: 9/14	Respiratory System Lecture: Medications for Respiratory System 1. Apply the nursing process to care for patients receiving medications for allergic rhinitis, common cold, asthma, & Chronic Obstructive Pulmonary Disease (COPD).	<u>ATI Pharmacology Made Easy 5.0 The Respiratory System</u> Additional Resource: ATI RN Pharmacology for Nursing (Edition 9.0) Chapters 16-17	<u>ATI Dosage Calculation and Safe Medication Administration 4.0: Pediatric Medications</u> Submit Respiratory notes/templates by 9/20
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Week 5	Nervous System Part 1	<u>ATI Pharmacology Made Easy 5.0 The Nervous System Part 1</u>	<u>ATI Dosage Calculation and Safe Medication</u>
Unit 2	Lecture: Medications for Nervous System, Pharmacological	System Part 1	<u>Administration 4.0: Injectable Medications</u>
Date: 9/21	Treatments for Behavioral Health Disorders & Evidenced Based Practice for Pain Management	Additional Resource: ATI RN Pharmacology for Nursing (Edition 9.0)	
	1. Apply the nursing process to care for patients receiving medications for the following disorders; depression, anxiety, insomnia, seizures, bipolar disorder, Attention-deficit hyperactivity disorder (ADHD), schizophrenia, pain, headaches, Alzheimer's, Parkinson's, muscle spasms, & substance dependence. 2. Categorize medications used before, during & after anesthesia. 3. Compare & contrast symptoms & pharmacological treatment of alcohol, opioid, stimulant & nicotine dependence. 4. Apply evidenced based practice for effective pain management.	Chapters 6-15	Submit Respiratory notes/templates by 9/27
			Exam 1

Week 6 Unit 2 Date: 9/28	Nervous System Part 2 Lecture: Medications for Nervous System, Pharmacological Treatments for Behavioral Health Disorders & Evidenced Based Practice for Pain Management 1. Apply the nursing process to care for patients receiving medications for the following disorders; de-pression, anxiety, insomnia, seizures, bipolar disorder, Attention-deficit hyperactivity disorder (ADHD), schizophrenia, pain, headaches, Alzheimer's, Parkinson's, muscle spasms, & substance dependence. 2. Categorize medications used before, during & after anesthesia. 3. Compare & contrast symptoms & pharmacological treatment of alcohol, opioid, stimulant & nicotine dependence. 4. Apply evidenced based practice for effective pain management.	<u>ATI Pharmacology Made Easy 5.0</u> The Nervous System Part 2 Additional Resource: ATI RN Pharmacology for Nursing (Edition 9.0) Chapters 6-15	<u>ATI Dosage Calculation and Safe Medication Administration 4.0: Parenteral (IV) Medications</u> Submit Respiratory notes/templates by 10/4
Week 7 Unit 5 Date: 10/5	Hematological System Lecture: Medications for Hematological System 1. Apply the nursing process to patients receiving medications for coagulation, growing factors & receiving blood products.	<u>ATI Pharmacology Made Easy 5.0: The Hematologic System</u> Additional Resource: ATI RN Pharmacology for Nursing (Edition 9.0) Chapters: 23-25	<u>ATI Dosage Calculation and Safe Medication Administration 4.0: Dosages by weight</u> Submit Hematologic notes/templates by 10/11

Week 8 Unit 6 Date: 10/12	Gastrointestinal System Lecture: Medications for the Gastrointestinal System 1. Apply the nursing process to care for patients receiving medications for gastric ulcers, gastroesophageal reflux diseases, constipation, diarrhea, nausea/vomiting & pancreatitis.	<u>ATI Pharmacology Made Easy 5.0: The Gastrointestinal System</u> Additional Resource: ATI RN Pharmacology for Nursing (Edition 9.0) Chapters 26, 27 & 28	<u>ATI Dosage Calculation and Safe Medication Administration 4.0: Critical Care Medications</u> Submit Hematologic notes/templates by 10/18
Week 9 Unit 7 Date: 10/19	Reproductive System and Genitourinary System Lectures: Medications for Reproductive System 1. Apply the nursing process to patients receiving medications for reproductive issues. Female--hormone replacement therapy, contraception, cancers, Sexually Transmitted Diseases (STDs) & endometriosis. Male--benign prostatic hyperplasia (BPH), prostatitis & impotence.	<u>ATI Pharmacology Made Easy 5.0: The Reproductive System</u> Additional Resource: ATI RN Pharmacology for Nursing (Edition 9.0) Chapters 29-30	Submit Reproductive System notes/templates by 10/25

Week 10 Unit 10 Date: 10/26	Endocrine System Lecture: Medications for Endocrine System 1. Apply nursing process to patients receiving medications for the following disorders: thyroid, pituitary, adrenal & type 1 & 2 diabetes.	<u>ATI Pharmacology Made Easy 5.0: The Endocrine System</u> Additional Resource: ATI RN Pharmacology for Nursing (Edition 9.0) Chapters 37 & 38	Submit Reproductive System notes/templates by 11/1
Week 11 Unit 12 Date: 11/2	Infection Lecture: Medications for Infections 1. Apply the nursing process to patients receiving medications for the following urinary tract infections (UTI), pneumonia, meningitis, wound infections, Helicobacter pylori, C-diff, endocarditis, gastritis, tuberculosis, & sepsis.	<u>ATI Pharmacology Made Easy 5.0: Infection</u> Additional Resource: ATI RN Pharmacology for Nursing (Edition 9.0) Chapters 41-46	Submit Reproductive System notes/templates by 11/8
Week 12 Unit 8 Date: 11/9	Joint & Bone Conditions Lectures: Joint & Bone Conditions 1. Apply the nursing process to patients receiving medications for Bone and Joint disease. Rheumatoid arthritis, gout, osteomalacia & osteoporosis.	<u>ATI Pharmacology Made Easy 5.0 The Musculoskeletal System</u> Additional Resource ATI RN Pharmacology for Nursing Chapters 31-32	Submit Reproductive System notes/templates by 11/15
Week 13 Unit 13 Date: 11/16	Complementary, Alternative, & Integrative Therapies Lectures: Complementary, Alternative, & Integrative Therapies 1. Apply the nursing process to patients receiving medications for Complementary, Alternative, & Integrative Therapies. Massage, Acupuncture, herbal remedies.	<u>ATI Pharmacology Made Easy 5.0 Pain and Inflammation</u> Additional Resource ATI RN Pharmacology for Nursing Chapters 33-36	Submit Reproductive System notes/templates by 11/22

Week 14	Immune System Medications	<u>ATI Pharmacology Made Easy 5.0 The Immune System</u>	Submit Reproductive System notes/templates by 11/29
Unit 11	Lectures: Immunizations and Chemotherapy Agents		
Date: 11/23	1. Apply the nursing process to patients receiving medications for inflammation, fever, immunosuppression, bacterial, fungal, protozoan, viral & cancer. 2. Review standard vaccine schedules for children. 3. Review recommendations for adult vaccinations: flu, pneumococcal, tetanus, varicella, shingles & RSV.	Additional Resource ATI RN Pharmacology for Nursing Chapters 39-40	
Week 15	Exam 4		
Date: 11/30	Review for Final Exam		
Week 16	Final Exam		
Date: 12/7			

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 SRSU website.

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 responsibility 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.

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