

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>12/5/22</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____	
Current Course Prefix and Number		Current Course Title
<i>Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add _____ Remove _____ Change General Education Requirements*** Add _____ Remove _____ <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:
Faculty Contact/Email/Phone		
Approved by Department Chair <u>Kerethy Edwards</u> College Curriculum Chair <u>Ruison W. Wale, PhD, BA</u> College Dean <u>[Signature]</u> UUPC Chair <u>Ethlyn Williams</u> Undergraduate Studies Dean <u>Dan Macroff</u> UFS President _____ Provost _____		Date _____ _____ _____ _____ _____ _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS**

SEMESTER: Summer 2023

COURSE NUMBER: NUR 3145

COURSE TITLE: Pharmacotherapeutics

COURSE FORMAT:

CREDIT HOURS: 3

COURSE SCHEDULE:

PREREQUISITES: Admission into BSN program

COREQUISITES: NUR 4125

FACULTY:

OFFICE HOURS:

COURSE DESCRIPTION: Emphasizes the principles of pharmacotherapeutics in the treatment of illness and promotion of wellness across the lifespan. Identifies nursing implications in the safe administration and monitoring of the effects of pharmacotherapeutic agents. Focuses on the development of clinical reasoning skills in the application of drug therapy.

COURSE OBJECTIVES:

Becoming competent

1. Apply knowledge of pharmacotherapeutics that serves a foundation for nursing practice in the application of drug therapy. (1.1b)
2. Incorporate knowledge from nursing and other disciplines to support clinical judgment in drug therapy. (1.3c)
3. Demonstrate clinical reasoning in safe medication administration. (1.3a).

Becoming compassionate

4. Describe the attributes of compassionate care in the application of drug therapy (2.1b)

Demonstrating comportment

5. Respect individuals and families’ self-determination in their healthcare decisions (2.8d)
6. Discuss evidence-based patient teaching, considering health literacy, vision, hearing, and cultural sensitivity in medication administration. (2.2e)

Becoming confident

7. Discuss evidence-based interventions to improve outcomes and safety in the application of drug therapy. (2.5d)

Attending to conscience

8. Incorporate the results of laboratory data, and other diagnostic tests in the selection of drug therapy in plans of care. (2.4d)
9. Discuss methods to educate individuals and families regarding self-care related to drug therapy for health promotion, illness prevention, and illness management. (2.8c)

Affirming commitment

10. Identify strategies to improve outcomes of patient care in pharmacotherapeutics. (5.1f)

The 6 subjectives based on Roach’s (2002) work organize the course objectives.

TEACHING LEARNING STRATEGIES:

Class discussions, case studies of nursing situations, review questions, quizzes, group learning activities, narrated PowerPoints, and medication concept maps Please note that this course is a flipped class; lectures will not be provided in live classes. Active student participation in live classes is required.

GRADING AND EVALUATIONS:

Assignments	Percent
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ATI Modules	10
PrepU and CoursePoint Assignments	10
Attendance and Participation	5
Presentation	5
ATI Proctored Assessment	10
Exam 1	8
Exam 2	8
Exam 3	8
Exam 4	8
Exam 5	8
Final Exam (Cumulative of entire semester)	20
Total Points possible	100

GRADING SCALE: Grade below C is not passing in the Undergraduate program

94 - 100 = A
90 - 93 = A-
87 - 89 = B+
84 - 86 = B
80 - 83 = B-
77 - 79 = C+
74 - 76 = C
70 - 73 = C-
67 - 69 = D+
64 - 66 = D
61 - 63 = D-
0 - 60 = F

REQUIRED TEXTS:

American Holistic Nurses Association & American Nurses Association. (2021) Holistic nursing: Scope and standards of practice (4th ed.). Silver Spring, MD: American Holistic Nurses Association & American Nurses Association. ISBN: 978-0999308868. online

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN-13: 9781433832161

ATI RN Pharmacology for Nursing Comprehensive Mastery Series Review Module 8.0 Edition
ISBN: 978-1-56533-603-2

Karch, A. & Tucker, R. (2019). *Karch's Focus on Nursing Pharmacology*. 8th edition.
Philadelphia, PA: Lippincott Williams & Wilkins ISBN: 978-1-975130-52-7.

(Note: ISBN may differ when you purchase a bundle from the bookstore or Elsevier. Please mention your cohort).

Helming, M.A.B., Shields, D.A., Avino, K.M., & Rosa, W.E. (2022). *Dossey & Keegan's holistic nursing: A handbook for practice*. Burlington, MA: Jones & Bartlett Learning. ISBN: 978-1-284-19652-8

RECOMMENDED TEXTS:

Any recent drug handbook/reference accepted

Buchholz, S. (2016). *Henke's Med-Math: Dosage, Calculation, Preparation and Administration*. (8th ed.). Wolters Kluwer. ISBN-978-1-4963-0284-7

ADDITIONAL REQUIRED ITEMS:

- 1) Kahoot application for IOS and Android
- 2) Calculator (Students may not use calculators on phones or other devices)

TOPICAL OUTLINE:

1. General principles of drug therapy, pharmacodynamics, pharmacotherapeutics, pharmacokinetics and bioavailability.
2. Principles of medication administration including:
 - a. Rights of drug administration
 - b. Dosage calculations
 - c. The nursing process in drug therapy
 - d. Medication errors
 - e. Understanding drug labels
Drug classes and prototypes List the drug classes and prototypes. This should be the same as your class schedule.
 - a. Indications including therapeutic vs pharmacological classification
 - b. Adverse drug reactions
 - c. Drug interactions including drug-drug, drug-food, drug-herbal
 - d. Diagnostic tests
 - e. Contraindications
 - f. Treatment of overdose or toxicity
 - g. Teratogenicity

h. Nursing considerations including pathophysiological state, cultural and ethical considerations, initial assessment and reassessments and client/family education.

Drug Classes and Prototypes

Drugs Acting on the Upper Respiratory Tract

- the antitussives prototype drug dextromethorphan.
- topical nasal decongestants prototype drug tetrahydrozoline.
- oral decongestants prototype drug pseudoephedrine.
- topical nasal steroid decongestants prototype drug flunisolide.
- antihistamines prototype drug diphenhydramine.
- expectorants prototype drug guaifenesin.
- mucolytics prototype drug acetylcysteine.

Drugs Acting on the Lower Respiratory Tract

- xanthines prototype drug theophylline.
- sympathomimetics prototype drug epinephrine.
- anticholinergic prototype drug ipratropium.
- inhaled steroids prototype drug budesonide.
- leukotriene receptor antagonists prototype drug zafirlukast.
- lung surfactants prototype drug beractant.
- Adrenergic Bronchodilator prototype drug Albuterol

Immune Modulators

- immune stimulants prototype drug Interferon Alfa-2b.
- systemic interleukins prototype drug Aldesleukin.
- colony-stimulating factor prototype drug filgrastim.
- T- and B- cell suppressors prototype drug cyclosporine.
- monoclonal prototype drug bevacizumab.

Vaccines and Sera

- Compare and contrast the prototype drugs for each class of vaccine and immune serum with others in that class.
- measles, mumps, and rubella vaccine
- immunoglobulin, intramuscular.
- COVID-19 vaccines

Antibiotics

- aminoglycosides
- carbapenems.
- cephalosporins.
- fluoroquinolones.

- penicillins.
- sulfonamides.
- tetracyclines.
- antimycobacterials.
- lincosamides.
- antibiotic use across the lifespan: pediatric, adult, and older adult.

Antiviral Agents

- respiratory antiviral prototype drug rimantadine.
- herpes and CMV antiviral prototype drug acyclovir.
- HIV/AIDS antiviral prototype drug nevirapine.
- HIV/AIDS antiviral prototype drug zidovudine.
- HIV/AIDS antiviral prototype drug fosamprenvir.
- HIV/AIDS antiviral prototype drug enfuvirtide.
- HIV/AIDS antiviral prototype drug maraviroc.
- HIV/AIDS antiviral prototype drug raltegravir.
- Hepatitis B antiviral prototype drug adefovir.
- Hepatitis C antiviral prototype drug Simeprevir.

Antifungal Agents

- azole antifungals.
- echinocandin antifungals.
- topical antifungals
- prototype drugs for systemic and topical antifungals with the other drugs in each class.
- systemic antifungal prototype drug fluconazole.
- topical antifungal prototype drug clotrimazole.

Antiprotozoal Agents

- systemic antiprotozoal prototype drug chloroquine.
- systemic antiprotozoal prototype drug metronidazole.
- antiprotozoal agents used across the lifespan.
- common antiprotozoal agents

Antineoplastic Agents

- alkylating agent prototype drug chlorambucil.
- antimetabolites prototype drug methotrexate.
- antineoplastic antibiotics prototype drug doxorubicin.
- mitotic inhibitors prototype drug vincristine.
- hormone modulator prototype drug tamoxifen.
- hormone modulator prototype drug imatinib.

Anti-inflammatory, Antiarthritis, and Related Agents

- salicylates prototype drug aspirin.
- NSAIDs prototype drug ibuprofen.
- prototype drug acetaminophen.
- gold compound prototype drug auranofin.
- gold compound prototype drug etanercept.

Muscle Relaxants

- centrally-acting skeletal muscle relaxants prototype drug baclofen.
- direct-acting skeletal muscle relaxants prototype drug dantrolene.

Narcotics, Narcotic antagonists and Antimigraine Agents

- narcotic agonists prototype drug Morphine.
- narcotic agonists–antagonists prototype drug pentazocine.
- narcotic antagonists prototype drug naloxone.
- ergot derivatives prototype drug ergotamine.
- triptans prototype drug sumatriptan

Anxiolytic and Hypnotic Agents

- benzodiazepines prototype drug diazepam.
- barbiturates prototype drug phenobarbital.

Antidepressant Agents

- tricyclic antidepressant prototype drug Imipramine.
- MAO inhibitors antidepressant prototype drug Phenelzine.
- selective serotonin reuptake inhibitors antidepressant prototype drug Fluoxetine.

Psychotherapeutic Agents

- typical antipsychotic prototype drug chlorpromazine.
- atypical antipsychotic prototype drug clozapine.
- bipolar disorder prototype drug lithium.
- central nervous system stimulants prototype drug methylphenidate.

Antiseizure Agents

- hydantoins prototype drug Phenytoin.
- barbiturates and barbiturate-like drugs prototype drug Phenobarbital.
- benzodiazepines prototype drug Diazepam.
- succinimides prototype drug Ethosuximide.
- drugs for treating absence seizures prototype drug Valproic Acid.
- drugs for treating partial seizures prototype drug Carbamazepine.

Antiparkinsonism Agents

- dopaminergic prototype drug levodopa.
- anticholinergics prototype drug biperiden.

Adrenergic Agonists

- alpha- and beta-adrenergic agonists prototype drug dopamine.
- alpha-agonists prototype drug phenylephrine.
- beta-specific adrenergic agonists prototype drug isoproterenol.

Adrenergic Antagonists

- nonselective adrenergic blocking agents prototype drug labetalol.
- nonselective alpha-adrenergic blocking agent prototype drug phentolamine.
- alpha1-selective adrenergic blocking agents prototype drug doxazosin.
- nonselective beta-adrenergic blocking agents prototype drug propranolol.
- beta1-selective adrenergic blocking agents prototype drug atenolol.

Cholinergic Agonists

- direct-acting cholinergic agonists prototype drug bethanechol.
- indirect-acting cholinergic agonists – myasthenia gravis prototype drug pyridostigmine.
- indirect-acting cholinergic agonists – Alzheimer's disease prototype drug Donepezil.

Anticholinergic Agents

- anticholinergic agents prototype drug atropine.

Hypothalamic and Pituitary Agents

- prototype drug affecting hormones leuprolide.
- anterior pituitary hormones prototype drug somatropin.
- anterior pituitary hormones – growth hormone prototype drug bromocriptine mesylate.
- Discuss the posterior pituitary hormones prototype drug desmopressin.

Adrenocortical Agents

- glucocorticoid prototype drug prednisone.
- mineralocorticoids prototype drug fludrocortisone.

Thyroid and Parathyroid Agents

- thyroid hormone prototype drug levothyroxin.
- antithyroid agent prototype drug strong iodine products.
- antithyroid agent prototype drug Methimazole.
- antihypocalcemic agents prototype drug calcitriol.
- antihypercalcemic agents - bisphosphonates prototype drug alendronate.
- antihypercalcemic agents - calcitonins prototype drugs calcitonin.

Agents to control Blood Glucose Levels

- insulin prototype drug insulin.
- oral antidiabetic agents sulfonylureas prototype drug chlorpropamide.
- oral antidiabetic agents sulfonylureas prototype drug glyburide.
- oral antidiabetic agents nonsulfonylureas prototype drug metformin.

Drugs affecting blood pressure

- ACE inhibitor prototype drug captopril.
- angiotensin II receptor blockers prototype drug losartan.
- calcium channel blocker prototype drug diltiazem.
- vasodilators prototype drug nitroprusside.

Agents for treating heart failure

- cardiac glycosides prototype drug digoxin.
- phosphodiesterase inhibitors prototype drug milrinone.
- hyperpolarization-activated cyclic nucleotide-gated channel blockers prototype drug ivabradine.

Antiarrhythmic Agents

- Class I Antiarrhythmic prototype drug Lidocaine.
- Discuss the Class II Antiarrhythmic prototype drug Propranolol.
- Discuss the Class III Antiarrhythmic prototype drug amiodarone.
- Discuss the Class IV Antiarrhythmic prototype drug diltiazem.

Antianginal Agents

- nitrates prototype drug nitroglycerin.
- beta blockers prototype drug metoprolol.
- calcium channel blockers prototype drug diltiazem.

Lipid-Lowering Agents

- bile acid sequestrants prototype drug cholestyramine.
- HMG-CoA inhibitors prototype drug atorvastatin.
- cholesterol absorption inhibitors prototype drug ezetimibe.

Drugs affecting blood coagulation

- antiplatelet prototype drug aspirin.
- anticoagulants prototype drug heparin.
- thrombolytic agent prototype drug urokinase.
- systemic antiprotozoal antihemophilic agents prototype drug antihemophilic factor.
- Discuss the systemic hemostatic agents prototype drug aminocaproic acid.

Drugs Used to Treat Anemias

- erythropoietins prototype drug epoetin alfa.
- iron preparations prototype drug ferrous sulfate.
- folic acid derivatives and vitamin B12 prototype drug folic acid.
- prototype agents for megaloblastic anemias folic acid and hydroxocobalamin.
- prototype agent for sickle cell anemia hydroxyurea.

Diuretic Agents

- thiazide and thiazide-like diuretic prototype drug hydrochlorothiazide.
- loop diuretic prototype drug furosemide.
- carbonic anhydrase inhibitor prototype drug acetazolamide.

- potassium-sparing diuretic prototype drug spironolactone.
- osmotic diuretic prototype drug mannitol.

Drugs Affecting the Urinary Tract and the Bladder

- antiinfectives prototype drug fosfomycin.
- urinary tract antispasmodics prototype drug oxybutynin.
- analgesic prototype drug phenazopyridine.
- bladder protectant prototype drug pentosan polysulfate.
- drugs for treatment of benign prostatic hyperplasia prototype drug doxazosin.

Drugs Affecting Gastrointestinal Secretions

- histamine-2 (H2) antagonists prototype drug cimetidine.
- antacids prototype drug sodium bicarbonate.
- proton pump inhibitors prototype drug omeprazole.
- GI protectant prototype drug sucralfate.
- prostaglandin prototype drug misoprostol.
- digestive enzymes prototype drug pancrelipase.

Drugs Affecting Gastrointestinal Motility

- chemical stimulant laxative prototype drug Castor Oil.
- osmotic laxative prototype drug Magnesium Citrate.
- lubricant laxative prototype drug Mineral Oil.
- gastrointestinal stimulants prototype drug metoclopramide.
- antidiarrheal drugs prototype drug loperamide

Antiemetic Agents

- phenothiazines prototype drug prochlorperazine.
- nonphenothiazines prototype drug ondansetron.
- substance P/neurokinin 1 receptor antagonists prototype drug aprepitant.

Drugs affecting the female reproductive system

- estrogen prototype drug estradiol.
- progestins prototype drug norethindrone acetate.
- estrogen receptor modulators prototype drug raloxifene.
- Discuss the fertility drugs prototype drug clomiphene.
- oxytocics prototype drug oxytocin.
- abortifacients prototype drug dinoprostone.

Drugs affecting the male reproductive system

- androgen prototype drug testosterone.
- anabolic steroid prototype drug oxandrolone.
- drugs for treatment of penile erectile dysfunction prototype drug sildenafil.

Medication differences and precautions across the lifespan (infants, children, pregnant women, adults and older adults).

COURSE ASSIGNMENTS:

Students are expected read the assigned chapters in Karch's Pharmacology each week.

Students should check announcements and the course schedule frequently for assignments required for each class meeting.

ATI modules

Students are expected to complete ATI modules each week, or as assigned. ATI modules are to be completed prior to class each week.

All ATI modules **must be completed with a grade of 90% or higher** to earn credit. Submit the actual score report, along with your name, the date of completion, and the name of the module. Credit cannot be given without the required content in your submission.

CoursePoint/PrepU Assignments

All PrepU assignments must be completed as assigned. Those assignments with an achievement score will require a minimum achievement score of Level 5. Students will have unlimited attempts to increase their achievement scores. Credit will not be given for assignments that are not at the designated mastery level.

Group Presentation

Rubric for group presentation will be provided by the instructor

Exams – 5 Unit Exams and final exam (cumulative)

At the beginning of each module, faculty will provide a detailed written study guide of learning expectations that will be evaluated on written examinations.

BIBLIOGRAPHY:

Bettinardi-Angres, Bickelhaupt, E., Bologeorges (2012). Non-medical use of prescription drugs. The Nurse Practitioner, 37(7), 39-45

Bond, G. R., Woodward, R. W., & Ho, M. (2012). The growing impact of pediatric pharmaceutical poisoning. Journal of Pediatrics, 160(2), 265-270.

Dokken, B. B. (2013). How insulin analogues can benefit patients. The Nurse Practitioner, 38(2), 44-48.

Ferguson, L. A. & Pawlak, R. (2011). Health literacy: the road to improved health outcomes. Journal of Nurse Practitioner, 7(2), 123-129.

Gunder, M. L., & Martin, S. A. (2011). Essentials of Medical Genetics for Health Professionals. Jones and Bartlett Learning, Sudbury, MA.

COURSE SPECIFIC LITERATURE:

ESSENTIAL LITERATURE ON CARING SCIENCE (Revised 2017)

Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing Case Studies in Caring: Across the Practice Spectrum*. Springer. ISBN: 978-0-8261-7178-8

Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Jones & Bartlett.

Boykin, A. & Schoenhofer, S. & Valentine, K. (2014). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring*. Springer.

Buber, M. (1970). *I and thou*. Scribner.

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science*. Springer.

Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders*. Springer.

Locsin, R.C (2016). *Technological competency as caring in nursing: A model for practice (2nd ed.)*. Silliman University Press.

Mayeroff, M. (1971). *On caring*. HarperCollins.

McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's Culture Care diversity and universality: A worldwide theory of nursing (3rd Ed.)*. Jones & Bartlett.

Paterson, J. & Zderad, L.T. (1988). *Humanistic nursing*. National League for Nursing.

Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care (2nd ed.)*. FA Davis.

Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions*. Canadian Hospital Association.

Rosa, W., Horton-Deutsch, S, & Watson, J. (2019). *A handbook for caring science: Expanding the paradigm*. Springer.

Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource*. Springer.

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences*. Springer.

Watson, J. (2018). *Unitary caring science philosophy and praxis of nursing*.
University Press of Colorado.

Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018; Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly 10/22/18

COURSE SCHEDULE

****All ATI Chapters are Recommended Reading Only****

Date	Topic	Read/Listen	Assignment
Week 1	<p>Introduction to pharmacotherapeutics</p> <p>Routes of administration</p> <p>Nursing Process in drug therapy</p>	<p>Karch:</p> <p>2. Drugs and the Body</p> <p>3. Toxic Effects of Drugs</p> <p>4. The Nursing Process in Drug Therapy and Patient Safety</p> <p><u>ATI Book:</u> Chapters, 1, 2 & 5</p>	<p>CoursePoint PrepU: Chs. 2, 3, 4</p> <p>ATI Modules: Pharmacology Made Easy 4.0: Intro to Pharm</p> <p>Video Case Studies & Tests</p> <p>1. Safety: Polypharmacy</p> <p>2. Safety: Pharmacology across the Lifespan</p>
Week 2	<p>Drugs Acting on the Respiratory System</p> <p>Drugs Acting on the Immune System</p>	<p>Karch:</p> <p>54. Drugs Acting on the Upper Respiratory Tract</p> <p>55. Drugs Acting on the Lower Respiratory Tract</p> <p>17. Immune Modulators</p> <p>18. Vaccines and Sera</p> <p><u>ATI Book:</u> Chapters 17, 18 & 41</p>	<p>CoursePoint PrepU: Chs. 54, 55, 17, 18</p> <p>ATI Modules: Pharmacology Made Easy Respiratory System</p> <p>Video Case Studies:</p> <p>1. Safety: Metered Dose Inhalers</p>

<p>Week 3</p>	<p>Chemotherapeutic agents:</p> <p>Antibiotics</p> <p>Antiviral Agents</p> <p>Antifungal Agents</p>	<p>Karch:</p> <p>9. Antibiotics</p> <p>10. Antiviral Agents</p> <p>11. Antifungal Agents</p> <p><u>ATI Book:</u> Chapters 44, 45, 46, & 48</p>	<p>****Exam 1 in class****</p> <p>CoursePoint/PrepU: Chs. 9, 10, 11</p> <p>ATI Modules</p> <p>Pharmacology Made Easy</p> <p>1. Immune System</p> <p>2. Infection</p>
<p>Week 4</p>	<p>Chemotherapeutic agents:</p> <p>Antiprotozoal Agents</p> <p>Anthelmintic Agents</p> <p>Antineoplastic Agents</p>	<p>Karch:</p> <p>12. Antiprotozoal Agents</p> <p>13. Anthelmintic Agents</p> <p>14. Antineoplastic Agents</p> <p><u>ATI Book:</u> Chapters 42 & 47</p>	<p>CoursePoint PrepU: Chs. 12, 13, 14</p> <p>ATI Modules: Dosage Calculations</p> <p>1. Injectable Medications</p> <p>2. Oral Medications</p>
<p>Week 5</p>	<p>Drugs acting on the immune system</p> <p>Drugs acting on the Central and Peripheral Nervous System</p>	<p>Karch:</p> <p>16. Anti-inflammatory, Arthritis, and Related Agents</p> <p>25. Muscle Relaxants</p> <p>26. Narcotics, Narcotic antagonists and Antimigraine Agents</p>	<p>****Exam 2 in class ****</p> <p>CoursePoint PrepU: Chs. 16, 25, 26</p> <p>ATI Modules: Video Case Studies: Pain: Pain Management</p> <p>Pharmacology Made Easy</p>

	<p>Muscle relaxants</p> <p>Opioids and Analgesic agents</p>	<p><u>ATI Book</u>: Chapters 35, 36, & 37</p>	<p>-Musculoskeletal System</p>
<p>Week 6</p>	<p>Drugs acting on the Central and Peripheral Nervous System con't</p> <p>Anxiolytic and Hypnotic agents</p> <p>Antidepressant agents</p> <p>Psychotherapeutic Agents</p>	<p>Karch:</p> <p>20. Anxiolytic and Hypnotic Agents</p> <p>21. Antidepressant Agents</p> <p>22. Psychotherapeutic Agents</p> <p><u>ATI Book</u>: Chapters 7, 8, & 10</p>	<p>CoursePoint PrepU: Chs. 20, 21, 22,</p> <p>ATI Modules Pharmacology Made Easy</p> <p>1. Neuro I 2. Neuro II</p>
<p>Week 7</p>	<p>Drugs Acting on the Central and Peripheral Nervous System con't</p> <p>Antiseizure Agents</p> <p>Antiparkinsonism Agents</p>	<p>Karch:</p> <p>23. Antiseizure Agents</p> <p>24. Antiparkinsonism Agents</p> <p><u>ATI Book</u>: Chapters 13, & 15</p>	<p>CoursePoint PrepU: Chs. 23, 24</p> <p>ATI Modules: Dosage and Calculation: Medication Administration</p> <p>Video Case Studies:</p>

			<p>1. Safety: Adverse Reactions to medications</p> <p>2. Teaching and Learning/ Patient education: Medication Interactions</p>
Week 8	<p>Drugs Acting on the Autonomic Nervous System</p> <p>Adrenergic Agonists</p> <p>Adrenergic Antagonists</p> <p>Cholinergic Agonists</p> <p>Anticholinergic Agents</p>	<p>Karch:</p> <p>30. Adrenergic Agonists</p> <p>31. Adrenergic Antagonists</p> <p>32. Cholinergic Agonists</p> <p>33. Anticholinergic Agents</p> <p><u>ATI Book</u>: Chapters 15, & 16</p>	<p>****Exam 3 in class ****</p> <p>CoursePoint PrepU: Chs. 30, 31, 32, 33</p> <p>ATI Modules: Dosage and Calculation</p> <p>1. Powdered Medications 2. Parenteral Medications</p>
Week 9	<p>Drugs acting on the Endocrine System</p> <p>Hypothalamic and Pituitary Agents</p> <p>Adrenocortical Agents</p> <p>Thyroid and Parathyroid Agents</p>	<p>Karch:</p> <p>35. Hypothalamic and Pituitary Agents</p> <p>36. Adrenocortical Agents</p> <p>37. Thyroid and Parathyroid Agents</p> <p><u>ATI Book</u>: Chapters 40</p>	<p>CoursePoint PrepU: Chs. 35, 36, 37</p> <p>ATI Modules: Dosage Calculations: 1. Critical Care Medications 2. Dosage by Weight</p> <p>Video Case Study Safety: Safe Dosage</p>

	<p>Lipid-Lowering Agents</p> <p>Drugs affecting blood coagulation</p>	<p><u>ATI Book</u>: Chapters 22, 24 & 25</p>	<p>**ATI Practice A assessment in class**</p> <p>**ATI Practice B will be open to complete on your own**</p>
Week 13	<p>Drugs used to treat anemias</p> <p>Drugs acting on the Renal System</p>	<p>Karch:</p> <p>49. Drugs Used to Treat Anemias</p> <p>51. Diuretic Agents</p> <p>52. Drugs Affecting the Urinary Tract and the Bladder</p> <p><u>ATI Book</u>: Chapters 19, & 27</p>	<p>****Exam 5 in class ****</p> <p>CoursePoint PrepU: Chs. 49, 51, 52</p> <p>ATI Modules: Pharmacology Made Easy: 1. Hematologic System</p>
Week 14	<p>Drugs Acting on the Gastrointestinal System</p>	<p>Karch:</p> <p>57. Drugs Affecting Gastrointestinal Secretions</p> <p>58. Drugs Affecting Gastrointestinal Motility</p> <p>59. Antiemetic Agents</p> <p><u>ATI Book</u>: Chapters 28, & 29</p>	<p>CoursePoint PrepU: Chs. 57, 58, 59</p> <p>ATI Modules: Pharmacology Made Easy: Gastrointestinal System</p> <p>**ATI Proctored Assessment**</p>
Week 15	<p>Drugs Acting on the Reproductive System</p>	<p>Karch:</p> <p>40. Drugs affecting the female reproductive system</p> <p>41. Drugs affecting the male reproductive system</p>	<p>ATI Modules: Pharmacology Made Easy: 1. Reproductive & Genitourinary Systems</p> <p>**ATI Proctored Retake**</p>

		ATI Book: Chapters 31, & 32	
		Comprehensive Final Exam	

COURSE POLICIES & GUIDELINES

TECHNICAL SKILLS:

Students should have the following technical skills: Sending and receiving emails, attaching files, using wiki, using the discussion board, and using Microsoft Word.

ATTENDANCE:

Attendance is *mandatory* for this course. If you are experiencing major illnesses, absences due to academic duties, or other large-scale issues, contact me immediately to formulate a resolution (if possible). Students need to be in class on time.

REQUIRED READING:

All assigned reading must be completed prior to class. See course schedule for further details.

PROCTORED EXAMS USING LOCKDOWN BROWSER MONITOR:

There are exams and a Comprehensive Final Exams for this course that will be completed in class using Respondus Lockdown Browser Monitor (RLDB). The ATI proctored exam will be proctored by the testing center. Each student is responsible for scheduling their exam dates with the Testing Center. To protect the integrity of the exam you will be given only your score at the end of the exam, scores are not rounded. To review questions missed, please make an appointment to discuss your score. The exam time and amount of questions varies. See Course Schedule for the exam dates. The exams have multiple choice, multiple answer, and matching questions. No notes or resources will be allowed during the exams.

Students that discuss the exam with other students will be recommended for dismissal or failure of the course. Students are expected to take all exams in class on their personal laptop computer using Respondus Lockdown Browser. Students are expected to have completed the exam file download prior to taking the exams. During the exam there is to be no talking Faculty will not answer questions about the exam items during the exam.

Students may not leave and then return to the exam during the administration of an exam. *A student, who elects to leave the exam room prior to the end of the exam period, must end and close out their exam.* The student will not be permitted to resume the exam.

ATI:

Students are expected to have an ATI account and log in to complete the required modules, dosage and calculations, practice assessments, and tests for the weekly ATI modules.

E-MAIL COMMUNICATION AND ETIQUETTE:

POLICY FOR LATE ASSIGNMENTS:

CANVAS:

This course will be live and web assisted through Canvas. Lockdown Browser and/or Honor Lock are utilized on Canvas during exams.

LEARNING MODULES

Narrated PowerPoint presentations, or related learning videos, and articles will be uploaded on canvas under modules. Learning activities are also included.

COMPUTER REQUIREMENTS:

Operating System: A computer that can run Mac OSX or Win XP or higher. Mandatory for this course (EXAMS will be given via Respondus Lockdown Browser and/or Honor Lock)

COLLEGE OF NURSING POLICIES

The faculty reserves the right to make changes in course content and requirements.

Policies below may be found in:

a). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:

<https://nursing.fau.edu/academics/student-resources/undergraduate/index.php>

b). Florida Atlantic University's Academic Policies and Regulations

<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php> and

<http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation. For more information, see: <https://www.fau.edu/regulations/documents/chapter4/reg4-001-6-7-22.pdf>

CON Academic Integrity: <https://nursing.fau.edu/academics/student-resources/undergraduate/academic-integrity-policy.php>

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. ANY act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at <http://www.fau.edu/sas/>

To apply for SAS accommodations: <http://www.fau.edu/sas/>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

POLICY ON THE RECORDING OF LECTURES (OPTIONAL)

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. For more information, see:

<https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf>

CON Religious Accommodation: <http://www.fau.edu/sas/New.php>

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

FACE COVERINGS and PPE in Laboratory

Persons are required to wear a face mask and a face shield over the face mask when in the laboratory areas, maintain social distancing of 6 feet when possible, wash hands and use hand sanitizer.

Introduction

The Assessment Technologies Institute (ATI) is an online, comprehensive, testing and review program, designed to provide students with various learning tools that will assist them in learning course content, identifying strengths and weaknesses, reviewing content, improving test taking abilities, and ultimately successfully passing the NCLEX-RN® for professional licensure.

Research has demonstrated a strong correlation between successful completion of ATI proctored exams and successful first-time pass rates on the NCLEX-RN® (Davenport, 2007). Courses at the Christine E. Lynn College of Nursing (CELCON) integrate the ATI Comprehensive Assessment and Remediation Program (CARP) as 10% of the course grade in selected courses.

ATI program consists of practice assessments, proctored exams, and tutorials.

All proctored exams, including the RN Comprehensive Predictor, will be scheduled on specific dates and times.

As part of the ATI package, students will be required to complete proctored exams as a course requirement in select courses. Proctored ATI exams will be given at the FAU Testing Center (students pay a sitting fee for each exam) and under exceptional circumstances may be given in the classroom. If in the classroom, students are required to bring a laptop with Wi-Fi capability and, browsers compatible with the ATI program. Proctored ATI exams will be administered prior to course completion and scheduled by course faculty.

Practice Assessments

Practice Assessment A will be conducted in class as an interactive activity.

Practice Assessment B will be opened for two-week time period prior to the proctored assessment.

Proctored Assessments

The course-specific ATI Assessment will count for 10 percent of the course grade. Grades will be calculated using the information outlined below.

Proctored Assessments

- I. Students can earn up to 10 points based on the proctored assessment outcome.

<i>Student score</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>	<i>Below Level 1</i>
<i>Points awarded</i>	<i>10 points</i>	<i>8.5 points</i>	<i>5 points</i>	<i>0 points</i>
<i>Remediation/ retake</i>	• Minimum one-hour remediation recommended to complete activities	• Minimum two-hour remediation to complete activities	<i>Remediation:</i> • Minimum three-hours to complete activities listed	<i>Remediation:</i> • Minimum four-hour complete activities listed

	listed for assessment on ATI Pulse.	listed for assessment on ATI Pulse.	for assessment on ATI Pulse and submit score report for each activity	for assessment on ATI Pulse and submit score report for each activity•
	•	• <i>Optional retest</i>	<i>*Retest required</i>	<i>*Retest required</i>

Students earning a level 1 or below a level 1:

- *Students earning a level 1 or below a level 1 on the first attempt are required to remediate and retake the proctored exam.*
- ***Failure to retake the proctored exam will result in 0 points for ATI Assessment in the course. Points previously earned will be forfeited.***
- *In order to retake the proctored exam, students must submit remediation based activities listed for assessment in ATI pulse*
- *The highest score of the two attempts will be recorded.*

Students earning a level 2 on the first attempt:

- *May choose to retake the exam. Points will be awarded for the highest level achieved from the two attempts.*
- *Remediation is not required but strongly encouraged.*

Students earning a level 3 on the proctored exam on the first attempt:

- *Do not need to retest*
- *Remediation is not required to be submitted but strongly encouraged.*

Successful completion of NUR 4829L and Certification to take the NCLEX-RN®:

Prior to NUR 4829L: Nursing Practice Immersion students must complete the ATI Comprehensive Predictor.

Students are expected to achieve a score $\geq 92\%$ of the *Predicted Probability of Passing the NCLEX-RN®* and a level 2 or better on 5 of 7 ATI content exams. **Students who do not meet BOTH of these expectations must achieve the 100% stage of Virtual ATI remediation (at the student's expense). Following successful remediation, students will have completed the requirements for the ATI assignment in NUR 4829L.**

Undergraduate Program Committee Approval March 9, 2015; February 1, 2016

UPC May 3, 2018; UPC December 3, 2018; UPC October 7, 2019; January 13, 2020; April 5, 2021; March 28, 2022. May 3, 2022.

PROFESSIONAL STATEMENT

<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University. 'revised April, 2012.'