

School of Nursing
 POINT LOMA NAZARENE UNIVERSITY
 Nursing 270, sections 1 & 2
 SPRING 2017

January

2	3	4	5	6
9 New Student Orientation	10 Classes Begin (Monday Schedule)	11	12	13 Core Concepts Pharm Across the Lifespan Review Syllabi before class Quiz #1 (On Syllabi content) ATI Module: Intro to Pharmacology: to be completed by the start of class
16 Martin Luther King, Jr. Day No Classes	17	18	19	20 Autonomic Nervous System Drugs ATI: Practice Test A due via Canvas by the Start of class ARTICLE SYNOPSIS #1 due!
23 Department Chapel Professional Dress	24	25	26	27 Pain, Fever & Inflammation Musculoskeletal Quiz #2 (On today's content) ATI Modules: Pain and Inflammation & The Musculoskeletal system: to be completed by the start of class
30 SPIRITUAL RENEWAL WEEK Priority WebReg Begins For Summer 2015	31			

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February

		1----- Chapel at LSCC	2-----	3----- Respiratory & Cold/Allergy ATI Module: The Respiratory System: to be completed by the start of class ARTICLE SYNOPSIS #2 DUE
6 Chapel at LSCC	7	8 Chapel at LSCC	9	10 Last Day to Apply for May Graduation Exam 1
13 Chapel at LSCC	14	15 Chapel at LSCC	16	17 Hypertension, Diuretics, & Lipid-Lowering Medications Quiz #3 (On today's content) ATI Module: The Cardiovascular System: to be completed by the start of class
20 Chapel at LSCC	21	22 Chapel at LSCC	23	24 SON Faculty Workshop & Community Liaison Breakfast/ APN Celebration Seizures, Anxiety, Insomnia & Degenerative Diseases of CNS CANVAS CLASS ONLY LECTURE, ATI & DB ATI Modules: The Neurological System (Parts 1 & 2): due by the start of class
27* SON SO-SR Advising Chapel at LSCC	28 *			

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March

		1 * Chapel at LSCC	2 *	3 * Angina, Shock, MI, Dysrhythmia's, & Heart Failure ATI Practice Assessment B Due ATI Module: The Cardiovascular System: due by the start of class ARTICLE SYNOPSIS #3 DUE
6 Spring Break No Classes	7 -----	8 -----	9 -----	10 -----
13 * SON SO-SR Advising Chapel at LSCC	14 * Mid-Semester Grades Distributed	15 * Mid-Semester Grades Distributed Chapel at LSCC	16 *	17 * Exam 2
20 * Advising Chapel Professional Dress Day	21** PR Advising	22 ** Chapel at LSCC	23 **	24 ** PR advising LAST DAY TO DROP SEMESTER CLASSES Anticoagulants & Hematopoietics ATI Module: The Hematologic System: to be completed by the start of class ARTICLE SYNOPSIS #4 DUE
27 **	28 **	29** Chapel at LSCC	30**	31 ** Diabetes Mellitus: Oral Hypoglycemics & Insulin ATI Module: The Endocrine System: to be completed by the start of class ARTICLE SYNOPSIS #5 DUE!

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April

3 ----- Priority WebReg Begins For Fall 2017 Chapel at LSCC	4	5 Chapel at LSCC	6	7 Gastroenterology & Oncology Quiz #4 (On today's content) ATI Modules: The Gastrointestinal System & The Immune System: to be completed by the start of class
10 STTI Induction Orientation Chapel at LSCC	11	12 Chapel at LSCC	13 Easter Break begins: no classes	14 -----
17 -----	18	19 Chapel at LSCC	20	21 Antibiotics, Antiviral, Antiprotozoal & Antifungal Quiz #5 (On today's content) ATI Module: Infection: to be completed by the start of class
24 Chapel at LSCC	25	26 Chapel at LSCC	27	28 Proctored ATI Assessment Ryan Library Main Campus

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May

1	2	3	4	5	6
Final Exams NURSING 270 FINAL LOCATION, DATE, AND TIME TBD!!	-----	-----	-----	----- Pinning	<i>Commencement</i>
8	9	10	11	12	
14 Final Grades Due	15	16	17	18	19
22	23	24	25	26	
29 Memorial Day	30	31			

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PLNU *forward*



School of Nursing
NSG270 - Pharmacology of Nursing
 2 semester units

Spring 2016

<p>Meeting days: Every Friday</p>	<p>Instructor name, rank, credentials: KT Helgesen, RN, MSN, NP Assistant Professor School of Nursing</p>
<p>Meeting times: Section 1 -1105-1300 Section 2 - 0725-0920</p>	<p>Office Phone: 619-849-7146 Cell-Phone: 619-838-6855 *for emergencies only* Office Location: Taylor Hall, #103</p>
<p>Meeting location: SECTION 1- LSCC -207 (1105-1300) SECTION 2- LSCC -202 (0725-0920)</p>	<p>E-mail: khelgese@pointloma.edu</p>
<p>Placement: Sophomore Nursing Student</p>	<p>Office hours: ** By appointment only, must be made 24 hours in advance, via email confirmation</p> <p>Availability, depending on meetings: Mondays: (if needed) Tuesdays: (if needed) Wednesdays: 0700-1500 Fridays: 1300-1500 (LSCC)</p> <p>*If these times are not available for you, please contact me to see if we can meet before class on Friday.</p>
<p>Final Exam: Sec. 1- Wed at 1630 (LSCC 207) Sec.2- Mon at 1030 (LSCC 202)</p>	<p>Additional info: Taken concurrently with Nursing 260</p>

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PLNU Mission
To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

SON Vision Statement

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one's shoes in service of others.

Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV

SON Mission Statement

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. John 13: 4-5 NIV

Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. John 13: 14-15 NIV

**Faculty reserves the right to make necessary schedule changes to
the syllabus as the semester progresses.**

Every attempt will be made to minimize the inconvenience to the student in the event of a change to the syllabus. Students will be notified of changes via eclass announcement section, with accompanying email notification, in a timely manner.

COURSE DESCRIPTION

Comprehensive examination of basic theoretical foundations of drug therapy by exploring the pharmacodynamics of commonly used drugs along with nursing implications and interventions necessary for safe therapy.

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Note: A minimum grade of "C" must be achieved in all co-requisite courses in order to progress in the program.

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PROGRAM VALUES & COURSE LEARNING OUTCOMES

Upon completion of NSG 270 the student will meet the following outcomes:

Inquiring faithfully: The student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills in the nursing process

1. Describes key information that must be considered to ensure safe therapeutic drug administration.
2. Applies core principals of safe-medication administration practice to ensure positive outcomes.
3. Differentiates rationales for medication administration as they relates to specific disease/health states
4. Verbalizes evidence-based methods of monitoring for and intervening with various patient responses related to medication administration.
5. Describes methods for minimizing and treating potential side effects/adverse effects of medications
6. Modifies medication administration practices to accommodate developmental, spiritual and environmental differences among patients
7. Reflects on role of the nurse in safe administration of medications

Caring Faithfully:

The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.

1. Describes principles of advocacy for all patients in relation to medication management
2. Verbalizes the nurse's role regarding medication management within the healthcare system or community
3. Examines the role of the professional nurse in safe, ethical medication administration

Following Faithfully:

Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work". The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook) This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.

1. Discusses the role of the professional nurse in medication administration and management in the healthcare setting.
2. Verbalizes awareness of personal and professional ethics related to safe and responsible medication administration.
3. Acknowledges responsibility for personal and professional growth to continuously learn and grow in knowledge of medication management

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Leading Faithfully:

The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g. illness, injustice, poverty). The student will role-model the need for “Sabbath Rest” as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including; humility, courage, forgiveness, discernment.

1. Applies developmentally appropriate learning theories when planning patient education regarding drug therapy.
2. Reflects upon self-care needs both physical and spiritual as a basis for being able to meet patient needs.
3. Plans medication administration practices that respect diversity and difference among patients and families.

Communicating Faithfully:

The student will actively engage in the dynamic, interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication which conveys information, thoughts, actions and feelings through the use of verbal and non-verbal skills.

1. Describes inter-professional communication practices among healthcare personnel
2. Uses appropriate terminology in oral and written communication
3. Discusses medications using correct pronunciation
4. Demonstrates documentation of medication administration and outcomes of drug therapy
5. Identifies appropriate abbreviations (JCAHO) used to safely document medication dosages and instructions.
6. Develops developmentally-appropriate teaching information to enhance patient understanding of medication use
7. Uses creative approaches to convey important information regarding medication use to patients.
8. Calculates correct dosages of medication based on individual patient characteristics (weight, age, etc).
9. Verbalizes safety concerns to appropriate medical personnel in a timely manner
10. Uses culturally appropriate communication (e.g. education, discharge planning) with patients and families

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2 unit class delivered over 13 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

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COURSE CONTENT OUTLINE (TOPIC OUTLINE)

Date	Topic(s) Covered	Test or Quiz?	Assignment
January 13 (ATI set #1)	Syllabus Review Core Concepts Pharm Across the Life Span	Quiz #1	NA
January 20	Autonomic Nervous System Drugs		ATI practice Assessment A; Article #1
January 27 (ATI set #1)	Pain, Fever & Inflammation Musculoskeletal Drugs	Quiz #2	
February 3 (ATI set #1)	Respiratory & Cold/Allergy		Article #2
February 10	EXAM ONE		
February 17 (ATI set #2)	Hypertension, Diuretics, Lipid- Lowering Medications Seizures	Quiz #3	
February 24 (ATI set #2)	Anxiety & Insomnia Degenerative Diseases of CNS CANVAS CLASS ONLY Lecture, ATI & Discussion Board		Discussion Board Post Ask one question and answer one question (Answer must have at least two paragraphs) Due by the end of class-time
March 3 (ATI set #2)	Angina, Shock, MI, Dysrhythmia's, Heart Failure		ATI practice Assessment B; Article #3
March 6-10	SPRING BREAK!! NO CLASSES		
March 17	EXAM TWO		
March 24	Anticoagulants & Hematopoietics		Article #4
March 31st (ATI set #3)	Diabetes Mellitus: Oral Hypoglycemics & Insulins		Article #5
April 7 (ATI set #3)	Gastroenterology Oncology	Quiz #4	
April 14	EASTER BREAK!! NO CLASSES		
April 21 (ATI set #3)	Antibiotics, Antiviral, Antiprotozoal, Antifungal	Quiz #5	
April 28	Proctored ATI – Ryan Library Main Campus		
Final Exam: TBD	EXAM THREE (Finals week)		

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LEARNING STRATEGIES

Learning strategies for this course may include, discussion, lecture, small group activities, discussion boards, case studies, quizzes, self-study including computer-based modules (ATI), tutoring and exams.

ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the undergrad student catalog.

INCOMPLETE AND LATE ASSIGNMENTS

All assignments are to be submitted as specified by faculty, including assignments posted in Canvas. See Course Specific policies.

ACADEMIC DISHONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the undergrad student catalog.

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FERPA POLICY

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the undergrad student catalog.

EXAMINATION POLICY

Examinations/quizzes may be deferred due only to illness or because of other equally valid conditions over which the student has no control. Extenuating circumstances will be determined by the faculty of record.

Successful completion of this class requires taking the **FINAL** examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

USE OF TECHNOLOGY

Point Loma Nazarene University encourages the use of technology for *class-related* learning, communication, and collaboration. The use of technology during class will be determined at the discretion of the faculty.

PROFESSIONAL STANDARDS

Students are required to adhere to professional standards while students at PLNU. The nursing department had developed these standards to provide clarification of expected professional behaviors.

1. Presenting yourself professionally in interactions with all persons
2. Behaving with honesty and ethics
3. Respectful communication techniques
4. Being proactive versus reactive
5. Accepting accountability for one's own actions
6. Being prepared and punctual

Additional guidelines

Social networking sites are a great way to connect with many others. These sites can be used to your disadvantage and all persons are advised to employ professional standards on these sites. A general rule would be if what you have posted does not enhance your professional image then it probably needs to be reviewed.

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The use of Laptops, cell phones and other electronic devices is at the discretion of the course instructor. Generally it is considered inappropriate to use any device for alternate uses not related to the class being taught. Cell phones should be kept on vibrate or silent during class times unless arrangements have previously been made.

Speaking negatively, relating stories or presenting a biased viewpoint about any class, instructor or other student that is not supportive of the individual involved and can be perceived as incivility. Disagreements are a part of life- but should be worked through in a private manner. Questioning the integrity of a persons' character is disrespectful. Each person is responsible and accountable for their words and actions.

Plagiarism or cheating in any class as a pre-nursing or nursing major will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor, the guidance of the Dean of the School of Nursing, and SON handbook and may include assignment/class failure and possible dismissal from the program.

SCHOOL OF NURSING – GRADING POLICIES

- **Grading Scale** to be used for all exams and final course grades:
 - 93-100% = A
 - 90 - 92% = A-
 - 87 – 89% = B+
 - 84 – 86% = B
 - 81 – 83% = B-
 - 78 – 80% = C+
 - 75 – 77% = C - Must have minimum of 75% to progress in the program
 - 73 – 74% = C-
 - 71 – 72% = D+
 - 68 – 70% = D
 - Below 68% = F

- The Professor of Record has the authority to determine the schedule and re-scheduling of examinations.
- All assigned course work must be completed to receive a final course grade.
- In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on tests and quizzes. Grades/points will not be rounded. For example: 80.5% does not round to 81% resulting in a grade of C+ instead of a B-. A grade of less than a “C” (Below 75%) prohibits the student from continuing in the nursing program until the course is repeated with a satisfactory grade of \geq C.
- A grade of at least a “C” in each nursing theory, prerequisite, and/or co requisite course is required in order to progress to the next course or level. The nursing theory and related clinical courses must be taken concurrently and the student must receive a passing grade of “Credit” in the clinical course in order to progress to the next course or level.

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- Throughout the curriculum (whether pre-nursing or nursing) students may repeat one pre-requisite or nursing course. With the need for a second repeat of any pre-requisite or nursing course the student will be dismissed from the nursing program.

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COURSE-SPECIFIC POLICIES:

METHODS OF ASSESSMENT & EVALUATION

Exams:

3 Exams

5 Quizzes – **MUST BE TAKEN IN CLASS! All quizzes completed in CANVAS**

ATI:

- 2 ATI Non-proctored Exams
- 1 ATI Proctored Exam
- ATI Tutorials (x12)
- ATI post-tests (X12)

Assignments:

5 Article Synopses

ATI specifics:

ATI Non-Proctored Pharmacology examination:

Students must take two ATI non-proctored (Practice A or B) tests AND complete each practice test by the deadline stated in the course calendar in order to score above 10 pts on the ATI proctored exam. Codes for the non-proctored assessment can be found on canvas.

ATI Proctored Pharmacology examination will be taken by all students in the Ryan Library at the same time. Students who score at a Proficiency Level of 2 or 3 AND have taken the ATI non-proctored exams by the deadline will be granted 20 points. Students that have not taken the non-proctored ATI exams or have taken them past the deadline indicated will only receive a maximum of 15 points regardless of the proficiency level achieved. Students scoring a Proficiency Level 1 or lower will receive 15 points for this test.

ATI Tutorials and Post-Test Quizzes:

The use of ATI tutorials in this course are designed to complement the lecture and in-class discussion on each topic. This provides the student with additional information and resources for the material covered in this course, as well as preparing them for the proctored ATI assessment at the end of the course. The tutorial modules assigned for each class topic are to be completed in sets that correspond with examinations and ATI assessments in this course.

Students can earn up to 16 points for each tutorial set, 8 points for spending 60 minutes or more reviewing each module (4 point per 30 minutes, no rounding up of time) within the set and 8 points for completing all module post-tests, within a set, with a score of >80%. **The post-tests can be taken multiple times, but will not count if less the 30 minutes were spent reviewing the content of the module.**

Students do **NOT** need to turn in a printed copy of their tutorial time and post-test score on the due date listed on the calendar in order to earn points for this assignment, but must have completed at least 30 minutes of the module, as well as the post test, by the due date. Additional time can be done later, if needed, to earn the 2 hours total worth of time per set. 2 extra points are built into this assignment if ALL modules are completed according to the guidelines listed above. **It**

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is the responsibility of the student to verify their time completed, as tracked by ATI. Failure to have the proper amount of time tracked by ATI will result in point deductions, as outlined above.

ARTICLE SYNOPSES: (POINTS ARE EITHER “0” OR “10”. NO PARTIAL CREDIT)

Each student will submit one article written for health care professionals, RELEVANT to the subject matter of the class’s topic, along with ½-1 page synopsis including what was learned. No duplications. Submit synopsis into Turnitin via Canvas (under “synopsis”), and upload your article in pdf or word format via Canvas (under “article”). These must be submitted prior to the start of the class, and you need to be prepared to share (this is part of the points you earn). Late submissions are not accepted. No partial points. **No group work!! MUST BE PRESENT IN CLASS TO EARN THESE POINTS.**

Tips for success:

1. Articles should be chosen from professional sources. Case studies (a case study is typically of a single patient, not a large population study), abstracts, and opinion pieces do not qualify as an article for this assignment. (HINT: A medication article should be at least 3 pages in length, have at least 10-15 references, and should discuss a study of the medication itself, and its efficacy, side effects, etc.)
2. Your submission should be TYPED, between 0.5-1 pages long (not including reference, your name, etc.), in APA format. No title page is needed, but should include your name in the header (not APA format for that, but helps identify you). The article itself should be cited and referenced per APA format.
3. The article you choose should be from the prototypes for that day’s lecture, and/or should relate to that day’s content. (Do not choose a study on a prototype medication being used for a different purpose than that day’s system.) Prototype medications do NOT need to be the focus of the article selected, but students have found this helpful in finding articles in the past. 😊
4. Be proactive in choosing articles and proofread your work! Poor planning and proofreading will not serve you well.

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Overall course grade is based upon the following possible points:

Non-Testing: 125 points	<p>Class participation</p> <ul style="list-style-type: none"> Students start the semester with 25 points awarded for participation. Points will be deducted for each class period missed (calculated after first miss) or lack of *participation during class time. Deduction rate is at 2 pts per class time. <p>*Class participation for this course is defined as “active engagement by the student during class time as demonstrated by asking questions, answering questions, participating in group work, attentiveness when someone is speaking, arriving on-time for class and being prepared for class”</p>	25
	<p>Article synopsis submission - (5 at 10 points each)</p> <ul style="list-style-type: none"> Each student will submit one professional article directed towards health care professionals, RELEVANT to the subject matter of that class’s topic, along with ½ page synopsis including what was learned. No duplications. Submit synopsis into Turnitin via Canvas, article into Canvas, and come to class prepared to share. Points are either “0” or “10”. No partial credit. 	50
	<p>*ATI Tutorial Modules - “Pharmacology Made Easy”</p> <ul style="list-style-type: none"> Max of 8 points for appropriate time spent on each module within a set and max of 8 points total for all post-test completions per set (with score of $\geq 80\%$). <ul style="list-style-type: none"> Set #1 (4 modules) = Total of 16 points Set #2 (3 modules) = Total of 16 points Set #3 (5 modules) = Total of 16 points Additional 2 points added if ALL tutorials were completed according to guidelines indicated. <p>*See page 14 for more specific details</p>	50
*Testing: 520 points	Quizzes (5 quizzes @ 10 pts each; done on pre-lecture content)	50
	Exams (3 Exams @ 150 pts each)	450
	<p>*ATI Proctored Exam</p> <ul style="list-style-type: none"> 20 pts for level 2 proficiency and above 15 pts for level 1 proficiency or below 	20
	<p>*(2) ATI non-proctored exam by deadlines listed on calendar</p> <p>*If not completed by deadlines, student will not be able to achieve more than 10 points on Proctored Exam regardless of level</p>	Required

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EXAMS:

Individual exams – will be worth 85% of the student’s exam grade. The remaining 15% will be determined by group exam score. **Students whose individual score is higher than their combined individual + group score will be given the higher of the two scores.**

Group exams – will be worth 15% of the student’s exam grade. In the event that a student is not able to participate in the group exam, the student will only receive their individual exam score.

***Note:** Any evidence that a student is “sharing” information resulting from information gained by taking the group exam (i.e. academic dishonesty) will result in immediate discontinuation of group exams for ALL students in any or ALL sections with possible reduction in exam scores for all students as well. Further consequences for the student(s) involved will be enacted, as well, per the academic dishonesty clause in your student handbook.

QUIZZES:

Quizzes will be given in *Canvas* during class time. If a student is absent from class or late to class they **will not** be able to make up a quiz. Exceptions will only be made by the professor under *rare* circumstances, or students excused from class with provost approval (ie- university sanctioned student events). **Please be proactive in your communication with the professor about missed class periods.** This will work to your benefit.

Nursing 270 Grading Grid

***NOTE: Must achieve the whole number (no rounding) to receive that letter grade**

PLNU School of Nursing Grading Scale (points, %'s NOT rounded)	NSG 270 – TESTING (Includes exams & quizzes) Points Possible = 520			NSG 270 – OVERALL COURSE (Includes Testing & Non-Testing Points) Points Possible = 645		
93 - 100% = A	484	-	520	600	-	645
90 - 92% = A-	468	-	483	581	-	599
87 - 89% = B+	452	-	467	561	-	580
84 - 86% = B	437	-	451	542	-	560
81 - 83% = B-	421	-	436	522	-	541
78 - 80% = C+	406	-	420	503	-	521
75 - 77% = C	390	-	405	484	-	502
73 - 74% = C-	380	-	389	471	-	483
71 - 72% = D+	369	-	379	458	-	470
68 - 70% = D	354	-	368	439	-	457

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Below 68% = F		<	354		<	439
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CLASS SPECIFIC POLICIES:

- Students are required to bring a laptop computer to each class period in which there is a quiz for the purpose of taking the quiz on-line in Canvas. **If a student does not own a laptop, please notify the professor of record at least ONE DAY prior to the first day of class.**
 - Students are responsible for **reading PLNU email at least every 24 hours**. Nursing faculty reserve the right to utilize electronic means of communication (e-mail and canvas) for class assignments, communication, and notification of grades.
 - Communicate regularly about your progress/concerns/anything – notify the professor about problems or issues before things are due – this makes it much easier to grant grace.
 - Proactively communicate any absence with the professor directly (via email, phone call or text) so that you honor the classroom and clinical community that we are striving to develop.
 - **Laptops or iPads** may only be used in class for note-taking or looking up class-related information. Paper and pencil note-taking are always appropriate and may become the sole option of note-taking in this class at any time if students are found abusing this privilege. Research shows that pencil and paper note-takers get more learning out of their note-taking than laptop users! <http://bit.ly/1x9UFZm>.
 - Recording the lecture is acceptable and may be coordinated with the professor. On occasion, the professor may allow students to use cell phones for class polling purposes; otherwise these should not be out during class.
 - All **backpacks and carrying bags** must be left at the door prior to the start of testing.
 - **Calculators** must be basic function only (+, -, X, ÷). No scientific calculators, palm pilots or cell phones may be used. Calculators may not be shared unless prior permission has been granted by the professor.
 - **Exams:** will be conducted in both single and group modes. For each exam, students will be given an individual examination during the first hour of the course. These will be collected and held by the professor for grading. During the second hour, students will be assigned to group teams for examination. Each team will receive a single exam copy and a Scantron. The groups score (as determined by the graded scantron will account for 15% of the students score for that exam. In the rare case that a student's individual score is higher than the combined score, the higher score will be recorded.
 - Breaks between the individual exam and the group exam are still considered "testing" time and as such phones, computers, etc. should not be used or consulted until after the group exam is complete!
 - At the time of **examination**, only the exam, Scantron (provided), writing utensils and basic function calculators will be allowed. No drinks, food, eyeglass cases, phones, etc.
 - The student is expected to **attend all classes in NSG 270**, to be on time and to participate in all learning activities.
-

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REQUIRED TEXTS & RECOMMENDED STUDY RESOURCES

Adams, M., Holland, N. & Urban, C. (2017). Pharmacology for nurses: A pathophysiologic approach (5th ed.). Upper Saddle River, New Jersey: Pearson. ISBN: 978-0-13-302618-4.

PORTFOLIO REQUIREMENT

At the conclusion of each course, students are expected to complete/update a LiveText® portfolio including self-evaluation of outcomes using the BSN Growth Portfolio template. The portfolio provides evidence supporting professional development and attainment of PLNU SON BSN graduate outcomes. For this course, the following assignment(s) are **required** to be submitted in LiveText®.

- Signature Assignment: **None**
- All Guided Reflective Assignments: **None**

Students are strongly encouraged to submit additional coursework into LiveText to demonstrate personal and professional growth.

LEADERSHIP REQUIREMENT

Attendance of at least one professional organizational meeting is required on an annual basis for each student. As with NSG260/261 students, with M-Z last names and those who have not yet attended an SON meeting this year should attend during the spring semester.

COURSE OUTCOMES:

Student Learning Outcomes for each class period are provided.

School of Nursing
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SPRING 2017
WEEK 1

TOPIC: Syllabus Review & Core Concepts
 Pharmacology Across the Lifespan

KEY TERMS:

Pharmacology	Formulary	Food & Drug Administration (FDA)
Therapeutic Classification	Pharmacologic Classification	Trade name
Generic	Prototype	Scheduled drugs
Allergic reaction	Anaphylaxis	Compliance
Enteric-coated	Sustained-release	Pharmacokinetics
Pharmacodynamics	Blood Brain Barrier (BBB)	First Pass Effect
Therapeutic Range	Loading dose	Maintenance Dose
Therapeutic Index	Antagonists	Agonists

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

1. Define the key terms (above).
2. Explain how drugs are placed into classifications.
3. Explain how drugs are determined to be over-the-counter versus prescription.
4. Discuss the role of the Food and Drug Administration in medication safety.
5. Describe differences between Generic and Trade name medications.
6. Determine how specific medications are placed on the FDA Drug Schedules.
7. Explain the 5+2 basic rights of drug administration.
8. Explain variables that affect drug absorption, distribution, metabolism and excretion.
9. Explain the concepts of: loading dose, half-life, therapeutic range, and therapeutic index as they relate to various medications.

RELATED STUDENT ACTIVITIES:

Adams, Holland & Urban: Chapters 1 – 5 & Chapter 8

Just read for understanding of the above outcomes.

Prepare one, one-sided page of handwritten notes for Canvas Quiz #1 (in-class). Page may be up to 8.5 x 11 inches. Your full name (first and last) must be in PEN or MARKER on the backside. This is the only writing allowed on that side

School of Nursing
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Nursing 270, sections 1 & 2
SPRING 2017
WEEK 2

TOPIC: Drugs that Mimic the Autonomic Nervous System

KEY TERMS:

Adrenergic	Cholinergic	Sympathetic
Parasympathetic	Alpha receptor	Beta receptor
Fight-or-flight	Rest-and-digest	Muscarinic receptor
Nicotinic receptor	Sympathomimetic	Sympatholytic
Synapse	Hormone	

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

1. Identify basic functions of the nervous system.
2. Identify important divisions of the peripheral nervous system (PNS).
3. Compare and contrast sympathetic and parasympathetic actions of the PNS.
4. Compare and contrast the hormones that act within the PNS (acetylcholine & norepinephrine)
5. Compare and contrast the types of responses that occur when drugs activate the following receptors:
 - a. Alpha 1
 - b. Alpha 2
 - c. Beta 1
 - d. Beta 2
 - e. Nicotinic
 - f. Muscarinic
6. Discuss the nurse's role in the pharmacologic management of clients receiving drugs that affecting the autonomic nervous system (ANS).
7. For each prototype drug (see table at end of syllabus): know its therapeutic class, pharmacologic class, key actions and uses, key administration alerts, key adverse effects and interactions.

RELATED STUDENT ACTIVITIES:

Adams, Holland & Urban: Chapters 12-13 (great illustrations!!)

View these Video Links. Neither of them are any more than 5 minutes in length.

- <http://youtu.be/J968Wco1u0s>
- <http://youtu.be/YFYRosjcVuU>

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WEEK 3

TOPIC: Drugs for Pain, Fever & Inflammation

KEY TERMS:

Corticosteroid	Nociceptive pain	Neuropathic pain
NSAID	Opioids	Narcotic
OTC	RTC	Addiction
Dependence	Tolerance	Withdrawal
Anti-inflammatory	Analgesic	Anti-pyretic
COX selective/COX non-selective	Cerebral vasoconstriction	Cushing's Syndrome/Cushinoid

STUDENT LEARNING OUTCOMES: Upon completion of the reading, the class session and discussion, the student will be able to:

1. Define the key terms (above).
2. Know and describe physiologic mechanisms that influence pain and the blockade or treatment of pain.
3. Know and describe the pathophysiology of inflammation/inflammatory diseases and the role of medications in treating inflammation.
4. Compare and contrast the mechanism of action, indications for use and adverse effects for acetaminophen vs. ibuprofen vs. aspirin.
5. Understand the role of histamine in inflammation.
6. For each prototype drug (see table at end of syllabus): know its therapeutic class, pharmacologic class, key actions and uses, key administration alerts, key adverse effects and interactions.
7. Discuss the role of the RN in managing pain, inflammation and fever using both pharmacologic and non-pharmacologic interventions.
8. Distinguish between COX1 and COX2 inhibitors and their distinct side effects.
9. Activate the nursing process to plan care for patients receiving drug therapy for pain control.

RELATED STUDENT ACTIVITIES:

Read Adams, Holland & Urban:

- Chapter 18: Drugs for the Control of Pain
- Chapter 33: Drugs for Inflammation and Fever

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WEEK 3 (continued)

TOPIC: Drugs for Neuromuscular, Bone and Joint Disorders

KEY TERMS:

Tonic/Clonic Muscle Spasms	Arthritis (Osteo vs. Rheumatoid)	Bone deposition	Bone resorption
Parathyroid hormone	DMARD's	Gout	Hyperuricemia
SERM's	Osteoporosis	Osteomalacia	

COMPETENCIES: Upon completion of the reading, through lecture and class discussion, the student will be able to:

1. Explain the goals of pharmacotherapy with skeletal muscle relaxants.
2. Explain the roles of parathyroid hormone, calcitonin and vitamin D in maintaining calcium balance.
3. Describe the nurse's role in the pharmacological management of disorders caused by calcium and vitamin D deficiency.
4. For each prototype drug (see table at end of syllabus): know its therapeutic class, pharmacologic class, key actions and uses, key administration alerts, key adverse effects and interactions.
5. Discuss the key components of arthritis management and patient teaching
6. Discuss the key components of gout management and patient teaching
7. Explain the pharmacotherapy of gout

READING ASSIGNMENTS:

Adams, Holland & Urban

- Chapter 48: Drugs for Bone and Joint disorders
- Chapter 21: Drugs for Neuromuscular Disorders

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SPRING 2017
WEEK 4

TOPIC: Drugs for Allergies and Respiratory Conditions

KEY TERMS:

Allergen	Allergic rhinitis	Antitussives
Expectorants	H1 receptors	Mucolytics
Rebound congestion	Asthma	Bronchospasm
Chronic obstructive pulmonary disease (COPD)	Dry powder inhaler (DPI)	Nebulizer
Perfusion	status asthmaticus	Multi-dose inhaler (MDI)

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

1. Define the key terms (above).
2. Identify anatomical structures associated with the upper and lower resp tract and their functions and explain how autonomic nervous system regulates airflow in lower resp tract.
3. Distinguish between indications for rescue medications and maintenance medications for asthma and COPD
4. Describe common causes of allergic rhinitis
5. Differentiate between H1 and H2 receptors and their actions
6. Outline a plan for the pharmacotherapy of cough
7. For each prototype drug (see table at end of syllabus): know its therapeutic class, pharmacologic class, key actions and uses, key administration alerts, key adverse effects and interactions.

RELATED STUDENT ACTIVITIES:

- Adams & Holland:
 - Chapter 39: Drugs for Allergic Rhinitis and the Common Cold
 - Chapter 40: Drugs for Asthma and other Respiratory disorders

WEEK 5

EXAM 1

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WEEK 6

TOPIC: Hypertension, Diuretics and Lipid-Lowering Drugs

KEY TERMS:

Diuretic	loop diuretic	potassium-sparing diuretic
Osmotic diuretic	HMG-CoA Reductase	rhabdomyolysis
Bile acid resins	LDL	HDL
VLDL	Atherosclerosis	Primary Hypertension
Secondary Hypertension	Dyslipidemia	RAAS system
Reflex tachycardia	Cardiac output	Peripheral vascular resistance

STUDENT LEARNING OUTCOMES: Upon completion of the reading, the class session and discussion, the student will be able to:

1. Define the key terms (above).
2. Know and describe physiologic mechanisms that control blood pressure.
3. Summarize long-term consequences of hypertension.
4. For each prototype drug know it's therapeutic class, pharmacologic class, key actions and uses, key administration alerts, key adverse effects and interactions.
5. Discuss the role of lifestyle changes in the management of hypertension.
6. Distinguish between primary and secondary hypertension and agents used to treat each.
7. Identify indications for diuretic use distinguishing between various types of diuretics.
8. Compare and contrast the loop, thiazide and postassium-sparing diuretics.
9. Summarize the link between high blood cholesterol, LDL levels and cardiovascular disease.
10. Describe the nurse's role in pharmacologic management of dyslipidemia, diuresis and hypertension.
11. Activate the nursing process to plan care for patients receiving drug therapy for hypertension, fluid overload and dyslipidemia.
12. For each prototype drug (see table at end of syllabus): know its therapeutic class, pharmacologic class, key actions and uses, key administration alerts, key adverse effects and interactions.

RELATED STUDENT ACTIVITIES:

Read Adams, Holland & Urban:

- Chapter 23: Drugs for Lipid Disorders
- Chapter 24: Diuretic Therapy and Drugs for Renal Failure
- Chapter 26: Drugs for Hypertension

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SPRING 2017
WEEK 7

TOPIC: Drugs for Insomnia and Anxiety Disorders
 Drugs for Degenerative Diseases of the Nervous System

KEY TERMS:

Insomnia	limbic system	situational anxiety
Anxiety	panic disorder	social anxiety
Anxiolytic	Phobias	sleep debt
Sedative	Sedative-hypnotic	post-traumatic stress disorder
absence seizure	Atonic seizure	Convulsions
febrile seizure	Epilepsy	status epilepticus
Gamma-aminobutyric acid (GABA)		

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

- 1) Identify major types of anxiety.
- 2) Discuss the use of non-pharmacologic therapies used to cope with insomnia and anxiety.
- 3) Identify the areas of the brain associated with anxiety, sleep and wakefulness.
- 4) Describe the nurse’s role in the pharmacologic management of anxiety and insomnia.
- 5) Compare and contrast the terms epilepsy, seizures and convulsions.
- 6) Understand the basic causes of seizures.
- 7) Describe the nurse’s role in the pharmacologic management of seizure disorders.
- 8) Explain the importance of drug compliance in the pharmacotherapy of seizures.
- 9) Explain the overall philosophy of pharmacologic treatment for seizures.
- 10) Categorize drugs used for anxiety and insomnia based on their classification and mechanism of action.
- 11) For each prototype drug (see table at end of syllabus): know its therapeutic class, pharmacologic class, key actions and uses, key administration alerts, key adverse effects and interactions.

RELATED STUDENT ACTIVITIES:

Read/Review Adams, Holland & Urban:

- Chapter 14: Drugs for Anxiety and Insomnia
- Chapter 15: Drugs for Seizures
- **CANVAS CLASS ONLY – Review lecture slides and post on discussion board for participation.**

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WEEK 7 (continued)

DRUGS FOR DEGENERATIVE DISEASES OF THE NERVOUS SYSTEM

KEY TERMS:

Bradykinesia	Alzheimer's disease	Parkinsonism
Dementia	Amyloid plaques	Acetylcholinesterase
Dopamine		

STUDENT LEARNING OUTCOMES: Upon completion of the reading, class session, and discussion the student will be able to:

1. Define the key terms (above).
2. Identify the most common degenerative diseases of the CNS.
3. Explain the neurochemical basis for Parkinson's disease focusing on the roles of dopamine and acetylcholinesterase in the brain.
4. Explain the goals of pharmacotherapy for Alzheimer's disease and the efficacy of existing medications.
5. Categorize drugs in the treatment of Alzheimer's disease and Parkinson's disease based on classification and mechanism of action.
6. Describe the role of the nurse in the pharmacologic management of Alzheimer's and Parkinson's disease.
7. For each prototype drug (see table at end of syllabus): know its therapeutic class, pharmacologic class, key actions and uses, key administration alerts, key adverse effects and interactions.

RELATED STUDENT ACTIVITIES:

Read/Review Adams, Holland & Urban:

- Chapter 20: Drugs for Degenerative Diseases of the Nervous System
- **CANVAS CLASS ONLY – Review lecture slides and post on discussion board for participation.**

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Week 8

TOPIC: Heart Failure, Angina, MI, Dysrhythmias & Shock

KEY TERMS:

Afterload	Cardiac Output	Cardiac Remodeling
Contractility	Heart Failure	Inotropic effect
Preload	Angina pectoris	Atherosclerosis
Coronary artery disease	Myocardial ischemia	Plaque
Unstable angina	Stable angina	Dysrhythmias
Fibrillation	Purkinje fibers	SA node
AV node	Sinus rhythm	Potassium ion channel
Sodium ion channel	Anaphylactic shock	Colloids
Crystalloids	Hypovolemic shock	Septic shock
Cardiogenic shock		

STUDENT LEARNING OUTCOMES: Upon completion of the reading, through lecture, pre-class quizzes, and class discussion, the student will be able to:

Heart Failure:

1. Describe the basic pathophysiology of heart failure and its treatment
2. Identify the mechanism of action, side effects, nursing management of the following categories of medications used to treat heart failure: cardiac glycosides; diuretics; beta adrenergic antagonists; ARBs and ACE inhibitors
3. List significant patient and family education points related to the beta adrenergic antagonists, cardiac glycosides, ARBs; ACE inhibitors, and the diuretics
4. Summarize the major nursing implications of the prototype thiazide, potassium –sparing diuretics
5. For each prototype drug know its therapeutic class, pharmacologic class, key actions and uses, key administration alerts, key adverse effects and interactions.

Angina:

1. Differentiate pathophysiology for stable angina from unstable angina
2. Describe nursing interventions to maximize therapeutic and minimize adverse effects of drugs used to treat angina
3. Determine key points for patient and family education for drugs used to treat angina
4. Compare the effects of nitrates , beta adrenergic antagonists, and calcium channel blockers on the heart
5. Implement nursing education for a patient who will be using transdermal system of nitroglycerin
6. For each prototype drug (see table at end of syllabus): know its therapeutic class, pharmacologic class, key actions and uses, key administration alerts, key adverse effects and interactions.

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Dysrhythmias:

1. Describe the varied therapeutic effects of beta adrenergic antagonists and calcium channel blockers used to treat dysrhythmias
2. Summarize the major nursing implications of the prototype antiarrhythmic drugs
3. For each prototype drug know its therapeutic class, pharmacologic class, key actions and uses, key administration alerts, key adverse effects and interactions.

Myocardial Infarction:

1. Discuss the use of thrombolytics in the treatment of MI
2. Describe nursing interventions to maximize therapeutic and minimize adverse effects for drugs affecting thrombolysis
3. Understand the role of nitrates, beta-adrenergic antagonists, and ACE inhibitors in the management of a myocardial infarction (MI).
4. For each prototype drug know its therapeutic class, pharmacologic class, key actions and uses, key administration alerts, key adverse effects and interactions.

Shock:

1. Review the basic pathophysiology of shock
2. Compare and contrast the use of colloid and crystalloid IV solution
3. Describe nursing implications for patients receiving colloid and crystalloid IV solutions
4. Explain the use of the commonly used vasoconstrictors (vasopressors) in the treatment of shock
5. Discuss the use of epinephrine in the treatment of shock
6. Apply nursing process to the care of a patient receiving vasopressor medication for the treatment of shock
7. For each prototype drug (see table at end of syllabus): know its therapeutic class, pharmacologic class, key actions and uses, key administration alerts, key adverse effects and interactions.

RELATED STUDENT ACTIVITIES:

Adams, Holland & Urban:

- Chapter 27: Drugs for Heart Failure
- Chapter 28: Drugs for Angina Pectoris and Myocardial Infarction
- Chapter 29: Drugs for Shock
- Chapter 30: Drugs for Dysrhythmias

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WEEK 9

SPRING BREAK!!

WEEK 10-

EXAM 2

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SPRING 2017
WEEK 11

TOPIC: Drugs that Affect Coagulation and Hematopoiesis

KEY TERMS:

Anticoagulant	Clotting factors	Coagulation
Coagulation Cascade	Embolus	Thrombus
Hemostatis	Thrombolytic	

STUDENT LEARNING OUTCOMES: Upon completion of this reading, through the lecture and class discussion, the student will be able to

1. Identify the primary mechanisms by which coagulation modifiers act.
2. Explain how laboratory testing of coagulation parameters is used to monitor anticoagulant pharmacotherapy.
3. Categorize drugs used in the treatment of coagulation and hematopoietic disorders based on their classification and mechanism of action.
4. Explain why hematopoietic agents are often administered to clients following chemotherapy or organ transplant.
5. Verbalize key patient teaching for patients receiving anticoagulant and hematopoietic therapy
6. Recognize common nutritional supplement(s) that have anticoagulant effects.
7. Evaluate the nurse's role in pharmacologic management of patients on anticoagulant therapy and hematopoietic therapy.
8. For each prototype drug (see table at end of syllabus): know its therapeutic class, pharmacologic class, key actions and uses, key administration alerts, key adverse effects and interactions.

RELATED STUDENT ACTIVITIES:

Adams, Holland & Urban:

- Chapter 31: Drugs for Coagulation Disorders
- Chapter 32: Drugs for Hematopoietic Disorders

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WEEK 12

TOPIC: Drugs for Diabetes

KEY TERMS:

Diabetic ketoacidosis	Glucagon	Gluconeogenesis
Hyperglycemia	Hypoglycemia	Insulin
Type I diabetes	Type 2 diabetes	Islets of Langerhans

STUDENT LEARNING OUTCOMES: Upon completion of this reading, through the lecture and class discussion, the student will be able to

1. Describe the endocrine and exocrine functions of the pancreas
2. Compare and contrast Type I and Type II Diabetes.
3. Compare and contrast types of insulin
4. Understand the role of insulin in the treatment of both Type 1 and Type 2 diabetes
5. Describe the signs and symptoms of insulin overdose and underdose
6. Explain the nurse's role in pharmacologic management of patients with diabetes, including teaching, monitoring, treatment of side effects/long term effects of disease
7. For each prototype drug (see table at end of syllabus): know its therapeutic class, pharmacologic class, key actions and uses, key administration alerts, key adverse effects and interactions.

RELATED STUDENT ACTIVITIES:

Adams, Holland & Urban:

- Chapter 45: Drugs for Diabetes Mellitus

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WEEK 12

TOPIC: Drugs for Gastrointestinal Conditions

KEY TERMS:

Antiemetic	Constipation	Diarrhea	Dietary fiber
steatorrhea	Antiflatulent	Antacid	GERD
Peristalsis	Emesis	Intrinsic factor	

STUDENT LEARNING OUTCOMES: Upon completion of the reading, through lecture and class discussion, the student will be able to:

PEPTIC ULCER

1. Describe treatment goals for the pharmacotherapy of gastroesophageal reflux disease.
2. Explain the pharmacological strategies for eradicating *Helicobacter pylori*.
3. Categorize drugs used in the treatment of peptic ulcer disease based on their classification and mechanism of action.
4. For each drug class, know the prototype/representative drug example, explain mechanism of action, primary actions and important adverse effects.
5. Explain the nurse's role in pharmacologic management of peptic ulcer disease.
6. For each prototype drug know its therapeutic class, pharmacologic class, key actions and uses, key administration alerts, key adverse effects and interactions.

BOWEL DISORDERS, NAUSEA & VOMITING

1. Discuss conditions in which the pharmacotherapy of bowel disorders is indicated.
2. Discuss conditions in which the pharmacotherapy of nausea and vomiting is indicated.
3. Explain the use of pancreatic enzymes replacement in the pharmacotherapy of pancreatitis.
4. Categorize drugs used in the treatment of bowel disorders, nausea and vomiting based on their classification and mechanism of action and indication.
5. Explain the nurse's role in pharmacologic management of irritable bowel syndromes, nausea, vomiting and constipation.
6. For each prototype drug (see table at end of syllabus): know its therapeutic class, pharmacologic class, key actions and uses, key administration alerts, key adverse effects and interactions.

NUTRITION:

1. Compare and contrast enteral and parenteral methods of providing nutrition.
2. Describe the nurse's role in the pharmacological management.

RELATED STUDENT ACTIVITIES:

Adams, Holland & Urban:

- Chapter 41: Drugs for Peptic Ulcer Disease
- Chapter 42: Drugs for Bowel Disorders and other GI conditions
- Chapter 43: Drugs for Nutritional disorders (only read the sections on enteral/parenteral nutrition) .

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WEEK 12 (continued)

TOPIC: Drugs for Neoplasms (Cancer) - Oncology

KEY TERMS:

chemotherapy	Tumor	Nadir
alopecia	Vesicant	Neoplasm
carcinoma	Alkylating agent	Palliation
Emetic potential	Antimetabolite	Hormones/Hormone Antagonists
Metastasis	Anti-tumor	PPE (personal protective equipment)

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

1. Define the key terms (above).
2. Explain differences between normal cells and cancer cells.
3. Explain how chemotherapy drugs are placed into classifications.
4. Explain 3 primary therapies for cancer
5. Explain how combination therapy and special dosing protocols increase chemotherapy effectiveness.
6. Describe the nurse's role in the pharmacologic management of cancer.
7. Categorize anticancer drugs based on their classification and mechanism of action
8. Use the nursing process to care for patients who are receiving antineoplastic medications as part of their treatment for cancer.
9. Verbalize basic rationales for withholding or reducing a dose of chemotherapy.
10. Discuss the steps taken to protect the nurse and the patient from the adverse effects of chemotherapy during administration.
11. For each prototype drug (see table at end of syllabus): know its therapeutic class, pharmacologic class, key actions and uses, key administration alerts, key adverse effects and interactions.

RELATED STUDENT ACTIVITIES:

Adams, Holland & Urban:

- Chapter 38: Drugs for Neoplasms

WEEK 13-

EASTER BREAK!!

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WEEK 14

TOPIC: Antibiotics, Antiviral, Antiprotozoal and Antifungal Drugs

STUDENT LEARNING OUTCOMES

Upon completion of this reading, through the lecture and class discussion, the student will be able to:

1. Compare and contrast the terms pathogenicity and virulence.
2. Compare and contrast the terms bacteriostatic and bacteriocidal.
3. Using a specific example, explain how resistance can develop to an anti-infective drug.
4. Explain the importance of culture and sensitivity testing to determine anti-infective chemotherapy.
5. Identify the mechanism of development and symptoms of superinfections caused by anti-infective therapy.
6. Explain how the pharmacotherapy of tuberculosis differs from that of other infections.
7. Compare and contrast the pharmacotherapy of superficial and systemic fungal infections.
8. Identify the types of clients who are at greatest risk for acquiring serious fungal infections.
9. Identify protozoal and helminthic infections that may benefit from pharmacotherapy.
10. Explain the purpose and expected outcomes of HIV pharmacotherapy.
11. Explain the rationale of HAART in the pharmacological management of client receiving antiretroviral and antiviral drugs.
12. Categorize drugs used in the treatment of viral infections based on their classification and mechanism of action.
13. Explain the nurse's role in pharmacologic management.
14. For each prototype drug (see table at end of syllabus): know its therapeutic class, pharmacologic class, key actions and uses, key administration alerts, key adverse effects and interactions.

RELATED STUDENT ACTIVITIES:

Adams, Holland & Urban:

- Chapter 35: Drugs for Bacterial Infections
- Chapter 36: Drugs for Fungal, Protozoal and Helminthic Infections
- Chapter 37: Drugs for Viral Infections

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WEEK 15-

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WEEK 16

EXAM 3

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Prototype master list, SPRING 2017

Exam	Week	Topic	Prototypes
EXAM 1	1	Core Concepts, Pharm Across the Lifespan	None!
	2	Autonomic Nervous System Drugs (4)	Phenylephrine (Neo-synephrine) Prazosin (Minipress) Bethanechol (Urecholine) Atropine
	3	Pain, Fever, Inflammation (8) Muscle, Bone & Joint Disorders (10)	Acetaminophen (Tylenol) Ibuprofen (Advil, Motrin) Prednisone Sumatriptan (Imitrex) Aspirin Naloxone (Narcan) Morphine Celecoxib (Celebrex) Cyclobenzaprine (Flexaril) Dantrolene (Dantrium) Botulinum Toxin (Botox) Vitamin D (Calcitriol) Calcium salts (Calcium) Aledronate (Fosamax) Raloxifene (Evista) Hydroxychloroquine (Plaquenil) Colchicine (Colcrys) Allopurinol (Zyloprim)
	4	Respiratory & Cold/Allergy (11)	Diphenhydramine (Benadryl) Fexofenadine (Allegra)/Loratidine (Claritin) Fluticasone (Flonase) Oxymetazoline (Afrin) Dextromethorphan (Robitussin) Guaifenesin (Mucinex) Acetylcysteine (Mucomyst) Albuterol (Proventil) Ipratropium (Atrovent) Montelukast (Singulair) Cromolyn (Intal)
		EXAM 1	33 Prototypes

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Exam	Week	Topic	Prototypes
EXAM 2	6	Seizures, Anxiety & Insomnia Degenerative Diseases of CNS (11)	Phenobarbital (Luminal) Diazepam (Valium) Phenytoin (Dilantin) Ethosuximide (Zarontin) Levodopa (L-dopa) Benzotropine mesylate (Cogentin) Donepezil (Aricept) Melatonin (CAM's) Escitalopram oxylate (Lexapro) Lorazepam (Ativan) Zolpidem (Ambien)
	7	Hypertension, Diuretics, Lipid-Lowering Medications (19)	Mannitol Furosemide (Lasix) Hydrochlorothiazide (HCTZ) Spironolactone (Aldactone) Lisinopril (Zestril) Enalapril (Vasotec) Losartan (Cozaar) Valsartan (Diovan) Amlodipine (Norvasc) Diltiazem (Cardizem) Clonidine (Catapres) Metoprolol (Lopressor) Hydralazine (Apresoline) Nitroprusside (Nipride) Atorvastatin (Lipitor) Cholestyramine (Questran) Nicotinic Acid (Niacin) Gemfibrozil (Lopid) Ezetimibe (Zetis)
	8	Angina, Shock, MI, Dysrhythmia's & Heart Failure (9)	Digoxin Propranolol (Inderal) Amiodarone (Cordarone) Verapamil (Calan) Nitroglycerine (Nitrostat) Atenolol (Tenormin) Albumin Norepinephrine Dopamine (Dopastat)
		EXAM 2	39 Prototypes

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Exam	Week	Topic	Prototypes
EXAM 3	10	Anticoagulants & Hematopoietics	Heparin – short acting (UF) Heparin - long acting (Lovenox) Warfarin (Coumadin) Aspirin Clopidogrel (Plavix) Alteplase Aminocaproic Acid (Amicar) Erythropoietin (Epogen) Filgrastim (Neupogen)
	11	Diabetes	Aspart (Novolog) Regular Insulin (Humulin R) Insulin Isophane (NPH) Glargine (Lantus) Novolin 70/30 Metformin (Glucophage) Glyburide (Diabeta)
	12	Gastrointestinal	Ranitidine (Zantac) Omeprazole (Prilosec) Antacids (no prototype) Psyllium mucilloid (Metamucil) Diphenoxylate + Atropine (Lomotil) Opioids (no prototype) Ondansetron (Zofran) Sulfasalazine/Mesalamine Methotrexate Remicaide TPN & Lipids – Enteral Feeds
	12	Oncology	Cyclophosphamide (Cytosan) Methotrexate (Mexate) Doxorubicin (Adriamycin) Vincristine (Oncovin)
	14	SEE NEXT PAGE FOR WEEK 14!!	SEE NEXT PAGE FOR WEEK 14!!

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Exam	Week	Topic	Prototypes
EXAM 3	14	Antibiotics, Antiviral, Antiprotozoal, Antifungal	Penicillin G Cefotaxime Tetracycline Erythromycin Gentamycin Ciprofloxacin Trimethoprim-Sulfamethoxazole (Bactrim) Amphotericin (Ambisome) Fluconazole (Diflucan) Nystatin Chloroquine Metronidazole (Flagyl) HAART Therapy
		EXAM 3	45 Prototypes