

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

*Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College*

Three Rivers Community College **Course Syllabus** ~~Fall 2016~~ Spring 2017

Formatted: Font: 14 pt

Formatted: Font: 14 pt, Bold, Not Italic

NUR*202: PHARMACOLOGY FOR INDIVIDUALS AND FAMILIES WITH INTERMEDIATE HEALTH CARE NEEDS

Course Prerequisite

NUR 103: Pharmacology for Families across the Life Span

Course Corequisite

NUR*201: Nursing Care of Individuals and Families I

ENG*102: English Composition & Literature

Course Components

Credits 1 credit

Hours Classroom: 15 hours

Course Start date: ~~August 29, 2016~~ January 19, 2017

Course end date: ~~December 16, 2016~~ May 15, 2017

Formatted: Font: Not Bold

Formatted: Font: Bold

Course Description

The student will focus on pharmacologic principles related to the care of individuals and families across the lifespan with intermediate health care needs. Emphasis will be placed on medications used for clients who have endocrine, gastrointestinal, respiratory, cardiovascular, autoimmune, and psychiatric conditions and clients who are survivors of bioterrorism.

Course Student Learning Outcomes (SLOs)

At the completion of this course, the student will be able to:

1. Integrate pharmacological principles as they relate to holistic and clinical medication application when caring for a client with endocrine, gastrointestinal, ~~respiratory~~, respiratory, cardiovascular, autoimmune, and psychiatric conditions and survivors of bioterrorism.
2. Apply the nursing process to drug theory as it relates to clients with endocrine, gastrointestinal, respiratory, cardiovascular, autoimmune, and psychiatric conditions and survivors of bioterrorism.
3. Describe safe and competent medication administration as it relates to clients with endocrine, gastrointestinal, respiratory, cardiovascular, autoimmune, and psychiatric conditions and survivors of bioterrorism.
4. Develop a comprehensive pharmacological teaching plan for clients with endocrine, gastrointestinal, respiratory, cardiovascular, autoimmune, ~~psychiatric~~ psychiatric and /or survivors of bioterrorism conditions.
5. Interpret cultural and individual awareness when tailoring drug therapy to clients with endocrine, gastrointestinal, respiratory, cardiovascular, autoimmune, and psychiatric conditions and survivors of bioterrorism.
6. Differentiate the roles of the multidisciplinary health team members when implementing a pharmacological plan of care for clients with endocrine, gastrointestinal, respiratory, cardiovascular, autoimmune, and psychiatric conditions and survivors of bioterrorism.

REV_April 2015_PME, Village, 12 h independent learning/45h minimum allotted

http://www.abhes.org/assets/uploads/files/2011-02-224d6410418ac2dCalculating_Credit_Hours_in_Online_&_Blended_Learning.pdf

7. Analyze the legal-ethical implications of medication administration related to clients with endocrine, gastrointestinal, respiratory, cardiovascular, autoimmune, and psychiatric conditions and survivors of bioterrorism.
8. Examine the professional role of the nurse in medication administration for clients with endocrine, gastrointestinal, respiratory, cardiovascular, autoimmune, and psychiatric disorders 1.5+ and victims of bioterrorism.

Formatted: No bullets or numbering

8- **Faculty Information:**

Formatted: Font: Bold

Teri Ashton MSN, RN, CNE
Office C228
Phone: 860-215-9405
tashton@trcc.commnet.edu

Faculty may be contacted via the course Blackboard messaging system. Faculty response time may vary, however in general allow up to 48 hours Monday-Friday for a response.

Should you need to contact faculty outside of the above time frame, please use the TRCC email address or phone number listed.

While online classes free you from the schedule of the classroom, it requires self-discipline to complete the readings and learning activities. It is imperative that you keep up with the weekly modules. Please take some time to thoroughly read the syllabus. Students may accomplish learning activities prior to their assignment on the course calendar, however, faculty will be responding to those during the week in which they are assigned. All students must participate in each lesson during the week within which it is assigned.

Formatted: Font: 11 pt

Study Groups:

Students are encouraged to form study groups which can meet at a mutually agreeable location. The nursing lab offers study group space and tutor help throughout the semester. Students are encouraged to be proactive in their learning and seek help early and often.

Sue Turner, MSN, RN Nursing Lab Coordinator
Office Phone: 860-215-3625
E-mail: sturner@trcc.commnet.edu

Formatted: Font: 11 pt

Formatted: Indent: First line: 0"

Formatted: Indent: Left: 0"

Formatted: Font: Times New Roman, 11 pt

Formatted: Font: 11 pt

Methods of instruction:

This course is offered online, using ATI Pharm Made Easy modules, The Village case studies, discussions, teaching plans, and other teaching/learning strategies. The student will be **required** to purchase access to **Pharm Made Easy** prior to the start of the course using the information provided by the course leader. In addition, the students will need to have the following drug guide.

Formatted: Font: Bold

Formatted: Font: Bold

Wilson (2013) Pearson Nurse's Drug Guide (2nd ed.). Upper Saddle River, NJ: Pearson. 9780132964890

Formatted: Font: 11 pt

Formatted: Font: (Default) Times New Roman

Recommended text:

Lehne, R.A. (2015). Pharmacology for Nursing Care (9th ed.). St. Louis, MI: Mosby/Elsevier. 978-0-323-39593-9

Formatted: Font: 11 pt

Formatted: Font: Not Bold

REV_April 2015_PME, Village, 12 h independent learning/45h minimum allotted

http://www.abhes.org/assets/uploads/files/2011-02-224d6410418ac2dCalculating_Credit_Hours_in_Online_&_Blended_Learning.pdf

<u>Evaluation Activities:</u>	<u>Due date</u>	<u>Possible points</u>
<u>Medication teaching plan</u>	<u>9/23/2016-2/10/2017 11:29pm</u>	<u>200</u>
<u>Quizzes for each module</u> <u>100 each (500)</u>	<u>9/23/10, 10/14/3/3, 11/4/3/31, 11/25/4/14, 12/9/5/5</u>	
<u>Case study</u>	<u>10/7/2016-2/24/2017</u>	<u>150</u>
<u>Discussion boards x32</u> <u>\$975 each (150)</u>	<u>11/4/3/31, 11/23/4/28, 12/9</u>	

Total possible points for course 10000

Online Quizzes are worth up to 100 points each. They can be taken more than once, but the final grade will be determined on the above due dates. Points will be assigned as follows:

<u>For quiz grade 90 and above</u>	<u>100pts</u>
<u>80 and above</u>	<u>80pts</u>
<u>70 and above</u>	<u>70pts</u>
<u>Below 70</u>	<u>0pts</u>

Late Assignments will not be accepted

Course Grading Formula

<u>Letter Grade</u>	<u>Numerical Equivalent</u>
<u>A</u>	<u>93-100</u>
<u>A-</u>	<u>90-92</u>
<u>B+</u>	<u>87-89</u>
<u>B</u>	<u>83-86</u>
<u>B-</u>	<u>80-82</u>
<u>C+</u>	<u>77-79</u>
<u>C</u>	<u>74-76</u>
<u>C-</u>	<u>70-73</u>
<u>D+</u>	<u>67-69</u>
<u>D</u>	<u>64-66</u>
<u>F</u>	<u>60-63</u>

Please Note: Grades will be computed to the second decimal point and at the end of course will be rounded once to a whole number for the final course grade. A grade at or above .50 will be rounded up to the next whole number; any grade at or below .49 will be rounded down to the whole number. See Nursing Student Handbook.

Statement on Penalty for Academic Dishonesty or Plagiarism

Plagiarism is the **unacknowledged** use of another person's words or ideas in your writing. Whether conscious or not, plagiarism is a serious offense. Evidence that you did not write material that you submit under your name can result in failure for the entire course. Refer to 2008-2009 College Catalog for policy. Students are expected to: "Demonstrate academic integrity by not engaging in conduct that has as its intent or effect the false representation of a student's academic performance, including but not limited to: (a) cheating on an examination; (b) collaborating with others in work to be presented, contrary to the stated rules of the course; (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed or otherwise obtained) as one's own; (d) stealing or having unauthorized access to examination or course materials; (e) falsifying records or laboratory or other data; (f) submitting, if contrary to the rules of a course, work previously presented in another course; and (g) knowingly assisting another student in any of the above, including an arrangement whereby any work, classroom

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt, No underline

Formatted: Font: 11 pt

REV_April 2015_PME, Village, 12 h independent learning/45h minimum allotted

http://www.abhes.org/assets/uploads/files/2011-02-224d6410418ac2dCalculating_Credit_Hours_in_Online_&_Blended_Learning.pdf

performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.” Consequences are delineated in the College Catalog.

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Edward A. Derr, the Diversity Officer and Title IX Coordinator:

Edward A. Derr
Title IX Coordinator and Diversity Officer
Admissions Welcome Center * Office A116
574 New London Turnpike, Norwich CT 06360
860.215.9255 * EDerr@trcc.commnet.edu

Withdrawal Policy:

Students may withdraw, in writing, at the Registrar's Office for any reason until the end of the 10th week of classes. From the 11th week through the end of the 13th week, a student may withdraw with the signature of the instructor or advisor. Refer to the Nursing and College Student Handbooks and College Catalog. This course does not offer midterm theoretical warning grades. Students with concerns about their course average are encouraged to contact the course faculty. Continuation in the nursing program to NUR*203 and NUR*204 is contingent upon successful completion of this course.

Disabilities Statement:

If you have a hidden or visible disability which may require classroom or test-taking modifications, please see the course faculty as soon as possible. If you have not already done so, please be sure to contact the college Disabilities Coordinator. Also see the College Catalog for additional policies and information.

Formatted: Font: (Default) Times New Roman, 11 pt

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman, 11 pt

Formatted: Font: (Default) Times New Roman, 11 pt

Formatted: Font: (Default) Times New Roman, 11 pt

Formatted: Font: 11 pt

Formatted: No underline

Formatted: Font: 11 pt

Formatted: Font: 11 pt, Bold

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Electronic portfolio: All students are required to maintain an online learning portfolio in Digication that uses the college template. There will be one assignment during the course of the semester that will need to be uploaded into Digication. This assignment may be used by the general education assessment team on campus to measure college outcomes, and improve student experiences. There will be no identifying data on this assignment to link it to a particular student. However, you are encouraged to use this platform to reflect on, demonstrate, or showcase your growth throughout your time as a nursing student. Your portfolio will be private unless you choose to share it.

Formatted: No underline

Nursing Program Student Handbook;

Refer to the Nursing Program Student Handbook and the Three Rivers Student Handbook for additional information regarding Distance Learning Courses.

Formatted: Font: 11 pt

Formatted: Font: 11 pt, No underline

Formatted: Font: 11 pt, No underline

Formatted: Font: 11 pt

Formatted: Font: 11 pt

Formatted: Font: 11 pt, No underline

Formatted: Font: 11 pt

Attendance Policy;

Students are expected to log on, complete work and participate in the course each week. It is the student's responsibility to notify the instructor if they are not able to log on. Instructor will track student participation in the course.

Formatted: Font: 11 pt

Course Schedule and Sequencing of Content: Please refer to the course content outline attached, for more detailed content information and learning activities. Progression through online lessons: Students are expected to adhere to the course schedule as published in this document. The sequence of content in NUR*202 is synchronized with content presented in the clinical companion course NUR*201 and enhances student learning in both courses. Because of the synchronous nature of the content and assignments, it is imperative that students keep up with the course work. Late assignments will not be accepted.

Formatted: Font: 11 pt, Bold

Formatted: Font: 11 pt

Formatted Table

<u>WEEK</u>	<u>Topic</u>
<u>Week 1- wk 4 8/28- 9/24/19- 2/10</u>	<u>Pharmacological Management of Patients with Cardiovascular Disorders and Shock</u> <u>9/23/10 11:59pm: Medication teaching plan due to drop box and digication. Unit quiz.</u>
<u>Week 5-7 9/25- 10/15/12- 3/3</u>	<u>Pharmacological Management of patients with Respiratory Dysfunction</u> <u>10/7/24 11:59pm: Mantios Case study</u> <u>10/44/3 11:59pm: Unit quiz</u>
<u>Week 8-10 10/16- 10/53/5- 3/31</u>	<u>Pharmacological Management of Gastrointestinal Dysfunction</u> <u>11/43/31 11:59pm: Discussion board response exercise #1, Unit quiz</u>
<u>Week 11- 13 11/6- 11/26/2- 4/14</u>	<u>Pharmacological Management of Patients Experiencing Psychiatric-Mental Health Dysfunction</u> <u>4/14 11:59pm: Unit quiz</u> <u>Pharmacological Management of Patients with Endocrine Dysfunction</u> <u>11/23 11:59pm: Discussion board response, Unit quiz.</u>
<u>Week 14- 15</u>	<u>Pharmacological Management of Patients with Endocrine Dysfunction</u> <u>4/28 11:59pm: discussion exercise #2</u>

Formatted: No underline

Formatted: No underline

Formatted: No underline

Formatted: No underline

Formatted: No underline

Formatted: No underline

Formatted: No underline

Formatted: No underline

Formatted: No underline

<u>WEEK</u>	<u>Topic</u>
<u>11/27/16-12/10/5</u>	<u>5/5 11:59pm: Unit quiz, Pharmacological Management of Patients Experiencing Psychiatric Mental Health Dysfunction</u> <u>12/9 11:59pm: Discussion board response, Unit quiz</u>

Formatted Table

Formatted: No underline

All medications in NUR*202 will be presented through ATI PME, ATI or other assigned readings, technology resources, and discussed in relation to the following seven (7) components:

1. Indications for use
2. Pharmacokinetics
 - a. Action
 - b. Onset / Peak / Duration
 - c. Absorption, Distribution, Metabolism, and Excretion (ADME)
3. Side effects / Adverse effects / Contraindications
4. Administration (route and dose)
5. Nursing Implications Across the Lifespan
6. Patient Education
7. Relation to concurrent and/or prior learning

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
4 hrs ATI Module 58: Cardio-vascular System The Village: Xavier Johnson	<u>Unit I: Pharmacological Management of Patients with Cardiovascular Dysfunction & Shock</u> <i>At the completion of this unit, the student will be able to:</i> Describe safe and competent medication administration, utilizing healthcare system technology, for patients with cardiovascular conditions such as: <ol style="list-style-type: none"> 1. Coronary artery disease 2. Hypertension 3. Cardiac dysrhythmias 4. Heart Failure Identify the nursing assessments /interventions/evaluation related to pharmacologic therapy for patients with cardiovascular conditions such as: <ol style="list-style-type: none"> 1. Coronary artery disease 2. Hypertension 3. Cardiac dysrhythmias 4. Heart Failure 	I. Introduction II. Drug therapy for hypertension <ol style="list-style-type: none"> A. RAAS Suppressants <ol style="list-style-type: none"> i. ACE inhibitors – captopril (Capoten) ii. ARBs – losartan (Cozaar) iii. Aldosterone antagonists – eplerenone (Inspra) iv. Direct renin inhibitors – aliskiren (Tekturna) B. Calcium channel blockers – nifedipine (Adalat, Procardia) C. Sympatholytics <ol style="list-style-type: none"> i. Alpha₁ adrenergic blockers – doxazosin (Cardura) ii. Beta adrenergic blockers – atenolol (Tenormin), metoprolol (Lopressor) iii. Adrenergic neuron blockers – reserpine iv. Centrally acting alpha₂ agonists – clonidine (Catapres) v. Alpha/beta blockers – carvedilol (Coreg) D. Direct acting vasodilators – hydralazine III. Drug therapy for heart failure	Complete the following ATI Online Modules: 1. Cardiovascular System: complete entire module; Summary; Drills and Case Study(ies) Complete the following Readings: ATI, RN Pharmacology for Nursing, Ed. 6.0: 1. Unit 4: Medications Affecting the Cardiovascular System, Chapters 19-24 Complete the related ATI PME Self Tests Complete the following case studies in <i>The Village:</i> Xavier Johnson	

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
	<p>Discuss the nursing implications related to the administration of drugs for the treatment of cardiovascular conditions such as:</p> <ol style="list-style-type: none"> 1. Coronary artery disease 2. Hypertension 3. Cardiac dysrhythmias 4. Heart Failure <p>Utilizing the nursing process, develop a holistic, culturally sensitive medication plan of care for patients with cardiovascular conditions such as:</p> <ol style="list-style-type: none"> 1. Coronary artery disease 2. Hypertension 3. Cardiac dysrhythmias 4. Heart Failure <p>Include support systems and organizations that can provide assistance.</p> <p>Utilizing the nursing process, develop a medication teaching plan for patients with cardiovascular conditions such as:</p> <ol style="list-style-type: none"> 1. Coronary artery disease 2. Hypertension 3. Cardiac dysrhythmias 4. Heart Failure <p>Include support systems and organizations that can provide assistance</p> <p>Discuss application of cardiovascular pharmacological principles for the management of the patient in shock.</p>	<p>A. Diuretics</p> <ol style="list-style-type: none"> i. Thiazide diuretics – hydrochlorothiazide (HydroDIURIL) ii. Loop diuretics – furosemide (Lasix) iii. Potassium-sparing diuretics – spironolactone (Aldactone) <p>B. Cardiac glycosides – digoxin (Lanoxin)</p> <p>C. Sympathomimetics – dobutamine</p> <p>D. Phosphodiesterase inhibitors – milrinone (Primacor)</p> <p>IV. Drug therapy for coronary heart disease</p> <p>A. Antilipemic</p> <ol style="list-style-type: none"> i. HMG-CoA reductase inhibitors (statins) – atorvastatin (Lipitor) ii. Fibrates – gemfibrozil (Lopid) <p>B. Antianginals</p> <ol style="list-style-type: none"> i. Nitrates – nitroglycerin (Nitrostat, Nitro-Dur), isosorbide (Isordil) <p>V. Drug therapy for cardiac dysrhythmias</p> <p>A. Class I/sodium channel blockers</p> <ol style="list-style-type: none"> i. Class IA – quinidine, procainamide ii. Class IB – lidocaine (Xylocaine) iii. Class IC – flecainide (Tambocor) <p>B. Class II/beta adrenergic blockers – propranolol (Inderal)</p> <p>C. Class III/potassium channel blockers – amiodarone (Cordarone)</p> <p>D. Class IV/calcium channel blockers – verapamil (Calan)</p>		

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
		E. Pharmacologic Management of Shock: Overview of pharmacologic management of shock considering causative factors and generic approach (hypovolemic, cardiogenic, septic, anaphylactic, neurogenic) 1. Hypovolemic Shock (NUR*102/103) 2. Cardiogenic Shock (NUR*201/202) 3. Circulatory (or Distributive) Shock a. Septic (NUR*203) b. Neurogenic (NUR*203) c. Anaphylactic (NUR*102/103)		

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
1.5 hrs ATI Module 4: Respiratory System The Village: Parts Of Mantinos and Robbie Simeton	<u>Unit II: Pharmacological Management of Patients with Respiratory Dysfunction</u> <i>At the completion of this unit, the student will be able to:</i> Describe safe and competent medication administration, utilizing healthcare system technology, for patients with respiratory conditions such as: <ol style="list-style-type: none"> 1. Airflow disorders 2. Upper Respiratory disorders Identify the nursing assessments/interventions/evaluation related to pharmacologic therapy for patients with respiratory conditions such as: <ol style="list-style-type: none"> 1. Airflow disorders 2. Upper Respiratory disorders Discuss the nursing implications related to the administration of drugs for the treatment of respiratory conditions such as: <ol style="list-style-type: none"> 1. Airflow disorders 2. Upper Respiratory disorders Utilizing the nursing process, develop a holistic, culturally sensitive medication plan of care for patients with respiratory disorders such as: <ol style="list-style-type: none"> 1. Airflow disorders 2. Upper Respiratory Disorders 	I. Introduction – definitions, A&P, common disorders II. Drug therapy for airflow disorders <ol style="list-style-type: none"> A. Beta₂-adrenergic agonists – albuterol (Proventil, Ventolin) B. Inhaled anticholinergics – ipratropium (Atrovent, Atrovent HFA) C. Methylxanthines – theophylline (Theo-24, Theolair, Theochron) D. Glucocorticoids <ol style="list-style-type: none"> i. Oral – prednisone ii. Inhalation – beclomethasone dipropionate (QVAR) iii. Nasal – beclomethasone (Beconase AQ) E. Mast cell stabilizers – cromolyn (Crolom) F. Leukotriene modifiers – montelukast (Singulair) III. Drug therapy for upper respiratory disorders – allergic rhinitis <ol style="list-style-type: none"> A. H₁-receptor antagonists <ol style="list-style-type: none"> i. Sedating antihistamines – diphenhydramine ii. Nonsedating antihistamines – cetirizine (Zyrtec) B. Sympathomimetics <ol style="list-style-type: none"> i. Decongestants – phenylephrine (Neo-Synephrine) IV. Drug therapy for upper respiratory disorders – cough <ol style="list-style-type: none"> A. Antitussives <ol style="list-style-type: none"> i. Opioid – codeine ii. Nonopioid – dextromethorphan B. Expectorants – guaifenesin (Mucinex) C. Mucolytics – acetylcysteine 	Complete the following ATI Online Modules: 1. Respiratory System: complete entire module; Summary; Drills and Case Study(ies) Complete the following Readings: ATI, RN Pharmacology for Nursing, Ed. 6.0: 1. Unit 4: Medications Affecting the Respiratory System, Chapters 17-18 Complete the related ATI PME Self Tests Complete the following case studies in <i>The Village</i> : Mantinos and Robbie Simeton	

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
	<p>Include support systems and organizations that can provide assistance.</p> <p>Utilizing the nursing process, develop a medication teaching plan for patients with respiratory disorders such as:</p> <ol style="list-style-type: none"> 1. Airflow disorders 2. Upper Respiratory Disorders <p>Include support systems and organizations that can provide assistance.</p>			
<p>2.5 hrs</p> <p>ATI</p> <p>Module 9:</p> <p>Endocrine System</p> <p>The Village:</p> <p>Type 1 Diabetes</p> <p>Charlie Weems;</p> <p>Type 2</p> <p>Angelique Butler</p>	<p><u>Unit III: Pharmacological Management of Patients Endocrine Dysfunction</u></p> <p><i>At the completion of this unit, the student will be able to:</i></p> <p>Describe safe and competent medication administration, utilizing healthcare system technology, for patients with endocrine conditions such as:</p> <ol style="list-style-type: none"> 1. Diabetes 2. Thyroid disorders 3. Hypothalamic disorders 4. Adrenal disorders <p>Identify the nursing assessments / interventions /evaluation related to pharmacologic therapy for patients with endocrine conditions such as:</p> <ol style="list-style-type: none"> 1. Diabetes 2. Thyroid disorders 3. Hypothalamic disorders 4. Adrenal disorders 	<p>I. Introduction – definitions, A&P, common disorders</p> <p>II. Drug therapy for diabetes mellitus</p> <p>A. Oral hypoglycemics</p> <ol style="list-style-type: none"> i. Sulfonylureas – glipizine (Glucotrol) ii. Meglitinides – repaglinide (Prandin) iii. Biguanides – metformin (Glucophage) iv. Thiazolidinediones – pioglitazone (Actos) v. Alpha-glucosidase inhibitors – acarbose (Precose) vi. Gliptins – sitagliptin (Januvia) <p>B. Injectable hypoglycemics</p> <ol style="list-style-type: none"> i. Insulin – lispro (Humalog), Regular (Humulin R), NPH (Humulin N), insulin glargine (Lantus) ii. Amylin mimetics – pramlintide (Symlin) iii. Incretin mimetics – exenatide (Byetta) <p>A. Hyperglycemics – glucagon (GlucaGen)</p>	<p>Complete the following ATI Online Modules:</p> <p>1. Endocrine System: complete entire module; Summary; Drills and Case Study(ies)</p> <p>Complete the following Readings:</p> <p>ATI, RN Pharmacology for Nursing, Ed. 6.0:</p> <p>1. Unit 10: Medications Affecting the Endocrine System, Chapters 17-18</p> <p>Complete the related ATI PME Self Tests</p> <p>Complete the following case studies in <i>The Village</i>:</p> <p>1. Type 1 Diabetes: Charlie Weems;</p>	

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
	<p>Discuss the nursing implications related to the administration of drugs for the treatment of endocrine conditions such as:</p> <ol style="list-style-type: none"> 1. Diabetes 2. Thyroid disorders 3. Hypothalamic disorders 4. Adrenal disorders <p>Utilizing the nursing process, develop a holistic, culturally sensitive medication plan of care for patients with endocrine conditions such as:</p> <ol style="list-style-type: none"> 1. Diabetes 2. Thyroid disorders 3. Hypothalamic disorders 4. Adrenal disorders <p>Include support systems and organizations that can provide assistance.</p> <p>Utilizing the nursing process, develop a medication teaching plan for patients with endocrine conditions such as:</p> <ol style="list-style-type: none"> 1. Diabetes 2. Thyroid disorders 3. Hypothalamic disorders 4. Adrenal disorders <p>Include support systems and organizations that can provide assistance.</p>	<p>III. Drug therapy for thyroid disorders</p> <ol style="list-style-type: none"> A. Thyroid replacements – levothyroxine (Synthroid) B. Antithyroid drugs <ol style="list-style-type: none"> i. Propylthiouracil – propylthiouracil (PTU) ii. Radioactive iodine – iodine-131 (¹³¹I, Iodotope) <p>IV. Drug therapy for hypothalamic disorders</p> <ol style="list-style-type: none"> A. Growth hormone – somatropin (Genotropin, Nutropin, Humatrope, Serostim) B. Antidiuretic hormone – desmopressin (DDAVP, Stiminate, Minirin) <p>V. Drug therapy for adrenal disorders</p> <ol style="list-style-type: none"> A. Glucocorticoids – hydrocortisone (Solu-Cortef) B. Mineralocorticoids – fludrocortisone (Florinef) 	<p>2. Type 2 Diabetes: Angelique Butler</p>	
<p>2 hrs</p> <p>ATI Module 8: GI System</p>	<p><u>Unit IV: Pharmacological Management of the Patient with Gastrointestinal Dysfunction</u></p> <p><i>At the completion of this unit, the student will be able to:</i></p>	<p>I. Introduction – definitions, A&P, common disorders</p> <p>II. Drug therapy for peptic ulcers</p> <ol style="list-style-type: none"> A. Histamine₂-receptor antagonists – ranitidine hydrochloride (Zantac) B. Proton pump inhibitors – omeprazole (Prilosec) 	<p>Complete the following ATI Online Modules:</p> <ol style="list-style-type: none"> 1. Gastrointestinal System: complete entire module; Summary; Drills and Case Study(ies) 	

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
The Village: Weems Family	<p>Describe safe and competent medication administration, utilizing healthcare system technology, for patients with gastrointestinal conditions such as:</p> <ol style="list-style-type: none"> 1. Peptic Ulcers 2. Nausea 3. Constipation 4. Diarrhea 5. Irritable Bowel Syndrome (IBS) <p>Identify the nursing assessments/interventions/evaluation related to pharmacologic therapy for patients with gastrointestinal conditions such as:</p> <ol style="list-style-type: none"> 1. Peptic Ulcers 2. Nausea 3. Constipation 4. Diarrhea 5. Irritable Bowel Syndrome (IBS) <p>Discuss the nursing implications related to the administration of drugs for the treatment of with gastrointestinal conditions such as:</p> <ol style="list-style-type: none"> 1. Peptic Ulcers 2. Nausea 3. Constipation 4. Diarrhea 5. Irritable Bowel Syndrome (IBS) <p>Utilizing the nursing process, develop a holistic, culturally sensitive medication plan of care</p>	<ol style="list-style-type: none"> C. Mucosal protectant –sucralfate (Carafate) D. Antacids – aluminum hydroxide (Amphojel) E. Prostaglandin E analog – misoprostol (Cytotec) F. Antibiotics – amoxicillin (Amoxil), metronidazole (Flagyl), tetracycline <p>III. Drug therapy for nausea</p> <ol style="list-style-type: none"> A. Serotonin antagonists – ondansetron (Zofran) B. Antihistamines – dimenhydrinate C. Prokinetic – metoclopramide (Reglan) <p>IV. Drug therapy for constipation</p> <ol style="list-style-type: none"> A. Fiber supplements – psyllium (Metamucil) B. Stool softeners – docusate sodium (Colace), docusate sodium and senna (Peri-Colace) C. Stimulant laxatives – bisacodyl (Dulcolax) <p>V. Drug therapy for diarrhea: Opioids – diphenoxylate and atropine (Lomotil), loperamide (Imodium)</p> <p>VI. Drug therapy for irritable bowel syndrome (IBS)</p> <ol style="list-style-type: none"> A. 5-HT₃ serotonin receptor blocker – alosetron (Lotronex) B. Selective chloride channel activator – lubiprostone (Amitiza) <p>VII. Drug therapy for inflammatory bowel disease</p> <ol style="list-style-type: none"> A. 5-aminosalicylates – 	<p>Complete the following Readings:</p> <p>ATI, RN Pharmacology for Nursing, Ed. 6.0:</p> <ol style="list-style-type: none"> 1. Unit 6: Medications Affecting the Gastrointestinal System and Nutrition, Chapters 28, 29, 30 <p>Complete the related ATI PME Self Tests</p> <p>Complete the following case studies in <i>The Village: Weems Family</i></p>	

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
	<p>for patients with gastrointestinal conditions such as:</p> <ol style="list-style-type: none"> 1. Peptic Ulcers 2. Nausea 3. Constipation 4. Diarrhea 5. Irritable Bowel Syndrome (IBS) <p>Include support systems and organizations that can provide assistance.</p> <p>Utilizing the nursing process, develop a medication teaching plan for patients with gastrointestinal conditions such as:</p> <ol style="list-style-type: none"> 1. Peptic Ulcers 2. Nausea 3. Constipation 4. Diarrhea 5. Irritable Bowel Syndrome (IBS) <p>Include support systems and organizations that can provide assistance.</p>	<p>sulfasalazine (Azulfidine)</p> <p>B. Immunosuppressants – azathioprine (Imuran)</p>		
<p>2 hours</p> <p>ATI Module : Neurologic System Part 2</p> <p>The Village: Sam</p>	<p><u>Unit V: Pharmacological Management of the Patient Experiencing Psychiatric-Mental health Dysfunction</u></p> <p><i>At the completion of this unit, the student will be able to:</i></p> <p>Describe safe and competent medication administration, utilizing healthcare system technology, patients with psychiatric-mental health conditions such as:</p> <ol style="list-style-type: none"> 1. Schizophrenia 2. Substance Use Disorders 	<p>I. Introduction- definitions, common disorders</p> <p>II. Drug therapy for schizophrenia</p> <ol style="list-style-type: none"> A. Conventional antipsychotics – chlorpromazine B. Atypical antipsychotics – risperidone (Risperdal) <p>III. Drug Therapy for treatment of substance use Disorders</p> <ol style="list-style-type: none"> A. Medications to support withdrawal/abstinence from Alcohol B. Medications to support withdrawal/abstinence from Opioids C. Medications to support withdrawal/abstinence from Nicotine 	<p>Complete the following ATI Online Modules:</p> <ol style="list-style-type: none"> 1. Neurological System (Part 2): review Introduction 2. Neurological System (Part 1): CNS Stimulants (ADHD & narcolepsy) 3. Neurological System (Part 2): Summary; Drills and Case Study(ies) <p>Complete the following Readings:</p>	V.

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
	<p>3. ADHD 4. Narcolepsy</p> <p>Examine the nursing assessments/interventions/evaluation related to pharmacologic therapy for patients with psychiatric-mental health conditions such as:</p> <ol style="list-style-type: none"> Schizophrenia Substance Use Disorders ADHD Narcolepsy <p>Discuss the nursing implications related to the administration of drugs for the treatment of patients with psychiatric-mental health conditions such as:</p> <ol style="list-style-type: none"> Schizophrenia Substance Use Disorders ADHD Narcolepsy <p>Utilizing the nursing process, develop a holistic, culturally sensitive medication plan of care for patients with psychiatric-mental health conditions such as:</p> <ol style="list-style-type: none"> Schizophrenia Substance Use Disorders ADHD Narcolepsy <p>Include support systems and organizations that can provide assistance.</p> <p>Utilizing the nursing process, develop a medication teaching</p>	<p>IV. Drug Therapy for Attention Deficit Disorder & Narcolepsy</p> <p>A. CNS stimulants</p> <ol style="list-style-type: none"> Amphetamines – amphetamine and dextroamphetamine sulfate (Adderall) Methylphenidate – methylphenidate (Ritalin, Concerta) Non-amphetamine – modafinil (Provigil) 	<p>ATI, RN Pharmacology for Nursing, Ed. 6.0:</p> <ol style="list-style-type: none"> Unit 2: Medications Affecting the Nervous System, Chapter 11 (medications for Children and Adolescents with MH issues) Unit 2: Medications Affecting the Nervous System, Chapter 12 (Substance Use Disorders) <p>Complete the related ATI PME Self Tests</p> <p>Complete the following case studies in <i>The Village</i>: Sam</p>	

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
	plan for patients with psychiatric- mental health conditions such as: 1. Schizophrenia 2. Substance Use Disorders 3. ADHD 4. Narcolepsy Include support systems and organizations that can provide assistance.			