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

NUR 204: PHARMACOLOGY FOR INDIVIDUALS, FAMILIES AND GROUPS WITH COMPLEX HEALTH CARE NEEDS

Course Prerequisite
NUR 202: Pharmacology for Individuals and Families with Intermediate Health Care Needs

Course Co-requisite
NUR 203: Nursing Care of Individuals and Families II; NUR*205 Nursing Management and Trends; Humanities or Fine Arts Elective

Course Components

Credits	1 credits
Hours	Classroom: 15 hours

Course Start date: January 17, 2018
Course End date: May 3, 2018

Course Description
The student will focus on safe use, pharmacologic principles, indications and nursing implications related to drug therapy in the care of individuals, families, and groups with complex health care needs. Emphasis will be placed on medications used for clients who have acute and chronic renal failure, oncology and neurological conditions, and multi-system dysfunction and clients who choose an alternative therapy.

Course Student Learning Outcomes (SLOs):
At the completion of this course, the student will be able to:

1. Integrate pharmacological principles at they relate to holistic and clinical medication application when caring for a client with, renal, oncology, neurological, multisystem organ conditions, and trauma.
2. Apply the nursing process to drug theory as it relates to clients with renal, oncology, neurological, multisystem organ conditions and trauma.
3. Describe safe and competent medication administration as it relates to clients with renal, oncology, neurological, multisystem organ conditions, and trauma.
4. Develop a comprehensive pharmacological teaching plan for clients with renal, oncology, neurological, multisystem organ conditions, and/or trauma.
5. Interpret cultural and individual awareness when tailoring drug therapy to clients with renal, oncology, neurological, multisystem organ conditions, and trauma.
6. Differentiate the roles of the multidisciplinary health team members when implementing a pharmacological plan of care for clients with renal, oncology, neurological, multisystem organ conditions, and trauma.
7. Analyze the legal-ethical implications of medication administration related to clients with renal, oncology, neurological, multisystem organ conditions and trauma.
8. Examine the professional role of the nurse in medication administration for clients with renal, oncology, neurological, multisystem organ disorders, and trauma

Faculty Information:

Carol Emmerthal, MSN, RN
Office C242
Phone: 860-215-9510
cemmerthal@trcc.commnet.edu

Faculty may be contacted via email. Faculty response time may vary. In general, allow up to 48 hours, Monday through Friday for a response. Emails sent over the weekend will be answered during the regular college operating hours within the 48-hour time allotted.

It is necessary for the student to remain active and timely with weekly assignments and reading. Please read through the syllabus to ensure understanding of assignments and due dates. Students may accomplish learning activities prior to their assignment on the course calendar, however, faculty will be responding to those assignments that are due at each given date.

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.

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

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

Evaluation Activities:
Three- On-line Discussion Board assignments- 10 points each, total = **30 points**
One- Med Teaching Plan = **30 points**
Three on-line quizzes-10 points each, total = **30 points**
One '*The Village*' Case study- 10 points

****Late Assignments will NOT be accepted*

Course Grading Formula: Please note that grades are 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.

Letter Grade	Numerical Equivalent
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	74-76
C-	70-73
D+	67-69

D	64-66
D-	60-63

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 the 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; an (g) knowingly assisting another student in any of the above, including an arrangement whereby any work, classroom 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.

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 the College Catalog. This course does not offer midterm theoretical warning grades. Students with concerns about their course average are encouraged to contact the course leader. Progression in NUR 203 and NUR 205 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 contact the college Disabilities Coordinator. See the College Catalog for additional policies and information.

DIGICATION
All students are required to maintain a learning portfolio in Digication that uses the TRCC template. Please upload your N204 ***Medication Teaching Plan*** *as a General Education artifact by submitting the Blue Form online at:www.threerivers.edu/blueform.*

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

All medications in NUR*204 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

Course Schedule and Sequencing of Content:

Please refer to the course content outline attached, for more detailed content information and learning activities. The sequence of content in NUR 204 is synchronized with the content in NUR 203 to enhance learning across both courses.

Please See Below:

Complete ALL Learning Activities weekly found in the ATI website as instructed in EACH module in the NUR 204 Course in Blackboard. The readings are also provided to you in the Learning Activities link in each Module.
WEEK 1: Jan 17 – January25 Oncology Complete ATI modules, complete all assigned readings
WEEK 2: Jan 25 – Feb 1 Oncology continued- same readings as above Complete Discussion: Anti Caner Drugs II due by 11:59 pm Feb 1
WEEK 3: Feb 1-Feb 8 Oncology continued- same readings as above Medication Teaching Plan- Age appropriate teaching plan: See rubric for details and instructions DUE by 11:59 pm Feb 8
WEEK 4: Feb 8 – Feb 15 Oncology continued- same readings as above Quiz 1 opens at 12 am on Feb 8 and ends 11:59 pm Feb 15
WEEK 5 Feb 15 – Feb 22 Renal Complete ATI modules, complete all assigned readings
WEEK 6: Feb 22- Mar 1 Renal continued- same readings as above The Village Case Study- read pages 54-56. Answer the three questions found on the bottom of page 55 due by 11:59 pm Mar 1
WEEK 7: Mar 1 – Mar 8 Neuro Complete ATI modules, complete all assigned readings
WEEK 8: Mar 8 – Mar 22 Neuro continued- same readings as above Complete Discussion: Myasthenia Gravis due by 11:59 pm Mar 22
WEEK 9: Mar 22 –Mar 29 Neuro continued- same readings as above Quiz 2 opens at 12 am on Mar 22 and ends 11:59 pm Mar 29
WEEK 10: Mar 29 – Apr 5 HIV Complete ATI modules, complete all assigned readings Complete Discussion: Antiviral Agents II: HIV infection due by 11:59 pm Apr 5
WEEK 11: Apr 5 – Apr 12 Complex Healthcare Needs Complete ATI modules, complete all assigned readings
WEEK 12: Apr 12 – Apr 19 Complex Healthcare Needs continued- same readings as above Quiz 3 opens at midnight Apr 12 and ends 11:59 pm Apr 19
WEEK 13: Apr 19 – Apr 26 Herbal Supplements Complete ATI modules, complete all assigned readings Learning Activities: complete all 3 to 3.5 and mini lectures 4,5,6,7

REV_January 6, 2017_PME, Village, 8 h independent learning/45h minimum allotted Supplemental Learning Activities http://www.abhes.org/assets/uploads/files/2011-02-224d6410418ac2dCalculating_Credit_Hours_in_Online_&_Blended_Learning.pdf

BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

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:

Baker, Vicky
Interim Title IX Coordinator and Diversity Officer
Office: E110
574 New London Turnpike, Norwich CT 06360
860-215-9208 VBaker@trcc.commnet.edu

HOURS	UNIT SLOs	CONTENT	REQUIRED LEARNING ACTIVITIES	SUPPLEMENTAL LEARNING ACTIVITIES	EVALUATION
1 hr **ATI Module 5: Cardiovascular System (related content)** **The Village: Renal: Manny and Andy**	**<u>Unit II: Pharmacological Management of the Patient Experiencing Complex Renal Disorders</u>** ***At the completion of this unit, the student will be able to:*** Describe safe and competent medication administration, utilizing healthcare system technology, for patients with renal disorders such as renal failure. Identify the nursing assessments/ interventions/ evaluation related to pharmacologic therapy for patients with renal disorders such as renal failure. Describe the nursing implications related to the safe and competent administration of medications for the treatment of renal disorders such as renal failure Utilizing the nursing process, develop a holistic, culturally sensitive, medication plan of care for a patient who is receiving medications to treat renal disorders. Include support systems and organizations that can provide assistance.	A. Overview of pharmacologic principles as they relate to complex renal disorders B. Prototype Medications i. Diuretics (previously covered in Cardiac Unit) a. Osmotic mannitol (Osmitrol) ii. Phosphate binding agents a. Aluminum hydroxide (Amphogel)	Review the following ATI Online Modules: 1. **Cardiovascular System**: Drug Therapy for Heart Failure, Diuretics 2. **Gastro-intestinal System**: Antacids	Complete the following Readings: ATI, RN Pharmacology for Nursing, Ed. 6.0: 1. Unit 4, Chapter 19, Osmotic Diuretics, Prototype: Mannitol 2. Unit 6, Chapter 28; Antacids, Prototype: Aluminum Hydroxide Complete the related ATI PME Case Studies and Drills Complete the following case studies in *The Village:* **Manny and Andy: Renal**	

HOURS	UNIT SLOs	CONTENT	REQUIRED LEARNING ACTIVITIES	SUPPLEMENTAL LEARNING ACTIVITIES	EVALUATION
	Utilizing the nursing process, develop a medication teaching plan for a patient who is receiving medications to treat renal disorders. Include support systems and organizations that can provide assistance.				
2 hrs **ATI Module 10: The Immune System, Drug Therapy for Cancer** **The Village: Sheila Weems**	**<u>Unit I: Pharmacologic Management of the Patient Experiencing Oncology Conditions</u>** ***At the completion of this unit, the student will be able to:*** Describe safe and competent medication administration, utilizing healthcare system technology, for patients with different forms of cancer. Identify the nursing assessments/interventions/ evaluation related to pharmacologic therapy for patients with different forms of cancer Discuss the nursing implications related to the administration of drugs for the treatment of different forms of cancer	I. Drug therapy for cancer: Cytotoxic drugs A. Antimetabolites i. Folic acid analog – methotrexate ii. Pyrimidine analog – cytarabine (Cytosar-U, DepoCyt) iii. Purine analogs – mercaptopurine (Purinethol) B. Alkylating agents i. Nitrogen mustards – cyclophosphamide ii. Nitrosoureas – carmustine (BiCNU) C. Platinum compounds prototype: Cisplatin D. Antitumor antibiotics i. Anthracyclines – doxorubicin (Adriamycin, Doxil) E. Antimitotics i. Vinca alkaloid – vincristine	Complete the following ATI Online Modules: 1. **Immune System**: Drug Therapy for Cancer	Complete the following Readings: ATI, RN Pharmacology for Nursing, Ed. 6.0: 1. Unit 1, Chapter 42, Chemotherapy Agents Complete the related ATI PME Case Studies and Drills Complete the following case studies in *The Village:* **Sheila Weems**	

HOURS	UNIT SLOs	CONTENT	REQUIRED LEARNING ACTIVITIES	SUPPLEMENTAL LEARNING ACTIVITIES	EVALUATION
	Utilizing the nursing process, develop a holistic, culturally sensitive plan of care for a patient who is receiving medications to treat different forms of cancer. Include support systems and organizations that can provide assistance. Utilizing the nursing process, develop a medication teaching plan for a patient who is receiving medications for an oncologic condition. Include support systems and organizations that can provide assistance.	ii. Taxanes–paclitaxel (Taxol, Abraxane) F. Topoisomerase inhibitors prototype: topotecan (Hycamtin) G. Hormonal agents i. Gonadotropin-releasing hormone agonists – leuprolide (Lupron, Lupron Depot) ii. Androgen receptor blockers – flutamide iii. Estrogen receptor blockers – tamoxifen (Soltamox) iv. Aromatase inhibitors – anastrozole (Arimidex) v. Monoclonal antibody – trastuzumab (Herceptin) H. Biologic response modifiers i. Interferon – interferon alfa-2a (Roferon-A), interferon alfa-2b (Intron A) I. Targeted antineoplastic drugs i. BCR-ABL tyrosine kinase inhibitor – imatinib (Gleevec)			
2 hrs **ATI Module 2: Neurological System Part 1**	**<u>Unit III: Pharmacologic Management of Patients who are Experiencing Complex Neurological Conditions</u>** ***At the completion of this unit, the student will be able to:***	I. Introduction – definitions, A&P, common disorders II. Central nervous system depressants A. Drug therapy for sleep disorders	Complete the following ATI Online Modules: 1. **Neurological System (Part 1)**: Drug	Complete the following Readings: ATI, RN Pharmacology for Nursing, Ed. 6.0:	

HOURS	UNIT SLOs	CONTENT	REQUIRED LEARNING ACTIVITIES	SUPPLEMENTAL LEARNING ACTIVITIES	EVALUATION
ATI Module 3: Musculoskeletal System (related content) **ATI Module 6: Hematologic System (related content)** **The Village: Jim Stone and Jerry Edelmann**	Describe safe and competent medication administration, utilizing healthcare system technology, for patients with neurological conditions such as: 1. Sleep disorders 2. Muscle spasms 3. Seizure disorders 4. Parkinson's disease 5. Multiple Sclerosis 6. Migraine Headaches 7. Myasthenia Gravis 8. Stroke Identify the nursing assessments/ interventions/ evaluation related to pharmacologic therapy for patients with neurological conditions such as: 1. Sleep disorders 2. Muscle spasms 3. Seizure disorders 4. Parkinson's disease 5. Multiple Sclerosis 6. Migraine Headaches 7. Myasthenia Gravis 8. Stroke Describe the nursing implications related to the administration of drugs for the treatment of neurological conditions such as: 1. Sleep disorders 2. Muscle spasms 3. Seizure disorders	i. Benzodiazepine – temazepam (Restoril) ii. Non-benzodiazepine – zolpidem (Ambien) B. Drug therapy for muscle spasms i. Centrally acting muscle relaxants – baclofen (Lioresal) ii. Peripherally acting muscle relaxants – dantrolene (Dantrium) C. Drug therapy for seizure disorders i. Hydantoins – phenytoin (Dilantin) ii. Iminostilbenes – carbamazepine (Tegretol) iii. Valproic acid – valproic acid (Depakote, Depacon, Depakene) iv. Other new drugs for seizure disorders D. Chemical support of neuronal function i. Drug therapy for Parkinson's disease a. Dopamine-replacement drugs – levodopa/carbidopa (Sinemet) b. Direct-acting dopamine receptor agonists – pramipexole (Mirapex) c. Indirect-acting dopamine receptor agonists/MAOs – selegiline (Eldepryl, Zelapar ODT) ii. Drugs that treat multiple	Therapy for Sleep disorders 2. **Neurological System (Part 1)**: Drug Therapy for Muscle Spasms 3. **Neurological System (Part 1)**: Drug Therapy for Seizure Disorders 4. **Neurological System (Part 1)**: Chemical Support of Neuronal Function, Drug Therapy for Parkinson's disease 5. **Neurological System (Part 1)**: Chemical Support of Neuronal Function, Drugs that Treat Multiple Sclerosis	1. Unit 2, Medications Affecting the Nervous System, Chapter 13, Chronic Neurologic Disorders 2. Unit 2, Medications Affecting the Nervous System, Chapter 15, Miscellaneous Central Nervous System Medications, Muscle Relaxants and Antispasmodics 3. Unit 2, Medications Affecting the Nervous System, Chapter 16, Sedative-Hypnotics 4. Unit 5, Medications Affecting the Hematologic System, Chapter 25, Medications	

HOURS	UNIT SLOs	CONTENT	REQUIRED LEARNING ACTIVITIES	SUPPLEMENTAL LEARNING ACTIVITIES	EVALUATION
	4. Parkinson's disease 5. Multiple Sclerosis 6. Migraine Headaches 7. Myasthenia Gravis 8. Stroke Utilizing the nursing process, develop a holistic, culturally sensitive medication plan of care for patients with neurological disorders such as: 1. Sleep disorders 2. Muscle spasms 3. Seizure disorders 4. Parkinson's disease 5. Multiple Sclerosis 6. Migraine Headaches 7. Myasthenia Gravis 8. Stroke Include support systems and organizations that can provide assistance. Utilizing the nursing process, develop a medication teaching plan for patients with neurological disorders such as: 1. Sleep disorders 2. Muscle spasms 3. Seizure disorders 4. Parkinson's disease 5. Multiple Sclerosis 6. Migraine Headaches 7. Myasthenia Gravis Stroke	sclerosis a. Immunomodulators – Interferon beta-1a (Avonex, Rebif), Interferon beta 1b (Betaseron) iii. Drug that treat migraine headaches a. Serotonin agonists – sumatriptan (Imitrex) E. Drug therapy for myasthenia gravis i. Cholinesterase inhibitors– neostigmine (Prostigmin), pyridostigmine (Mestinon) F. Drug Therapy to prevent and dissolve Thrombi: acute management and prevention of Stroke i. Anticoagulants a. Factor Xa and thrombin inhibitor – heparin b. Factor Xa inhibitor – enoxaparin (Lovenox) c. Vitamin K inhibitor – warfarin (Coumadin) ii. Antiplatelets a. Salicylics – aspirin (Ecotrin) b. ADP Inhibitors – clopidogrel (Plavix) iii. Thrombolytics Prototype: alteplase (Activase)	6. **Musculoskeletal System:** Drug Therapy for Myasthenia Gravis 7. **Hematologic System:** Drug Therapy to prevent and dissolve thrombi	Affecting Coagulation Complete the related ATI PME Case Studies and Drills Complete the following case studies in *The Village:* **Jim Stone and Jerry Edelmann**	

HOURS	UNIT SLOs	CONTENT	REQUIRED LEARNING ACTIVITIES	SUPPLEMENTAL LEARNING ACTIVITIES	EVALUATION
	Include support systems and organizations that can provide assistance.				
1 hr **ATI Module 10: The Immune System (related content)** **The Village: Mantinos family and Living a Day with HIV**	**<u>Unit IV: Pharmacological Management of Patients HIV or AIDS</u>** ***At the completion of this unit, the student will be able to:*** Describe safe and competent medication administration, utilizing healthcare system technology for patients with HIV or AIDS. Identify the nursing assessments/interventions/ evaluation related to pharmacologic therapy for patients with HIV or AIDS. Discuss the nursing implications related to the administration of drugs for the treatment of HIV or AIDS. Utilizing the nursing process, develop a holistic, culturally sensitive medication plan of care for patients with HIV or AIDS. Include support systems and organizations that can provide assistance.	A. Drug therapy for HIV B. Antiretrovirals i. Viral entry blockers a. Entry fusion inhibitors – enfuvirtide (Fuzeon) b. CCR5 antagonist – maraviroc (Selzentry) ii. Enzyme inhibitors a. Nucleoside reverse transcriptase inhibitors (NRTIs) b. Non-nucleoside reverse transcriptase inhibitors (NNRTIs) c. Integrase Inhibitor d. Protease Inhibitors	Complete the following ATI Online Modules: **1. Immune System**: Drug Therapy for HIV	Complete the following Readings: ATI, RN Pharmacology for Nursing, Ed. 6.0: 1. Unit 12, Chapter 48, Viral Infections, HIV and AIDS Complete the related ATI PME Case Studies and Drills Complete the following case studies in *The Village:* **Mantinos family**	

HOURS	UNIT SLOs	CONTENT	REQUIRED LEARNING ACTIVITIES	SUPPLEMENTAL LEARNING ACTIVITIES	EVALUATION
	Develop a medication teaching plan for a patient who is receiving medications for HIV or AIDS. Include support systems and organizations that can provide assistance.				
1 hr **No specific ATI Modules** **See BB Learn for Lesson materials** **The Village: No specific case studies**	**<u>Unit V: Pharmacological management of patients Utilizing Herbal Supplements</u>** ***At the completion of this unit, the student will be able to:*** Describe safe and competent medication administration, utilizing healthcare system technology for patients who utilize herbal and other supplements. Identify the nursing assessments/interventions/ evaluation related to pharmacologic therapy for patients who utilize herbal and other supplements. Discuss the nursing implications related to the administration of medications for patients who utilize herbal and other supplements. Utilizing the nursing process, develop a holistic, culturally sensitive medication plan of care for patients who utilize herbal and	I. Overview of pharmacologic principles and concepts as they relate to patients using herbal supplements. A. Commonly used Medicinal Herbs i. Aloe ii. Black Cohosh iii. Echinacea iv. Feverfew v. Garlic vi. Ginger Root vii. Gingo Biloba viii. Goldenseal ix. Kava x. Ma Huang (Ephedra xi. St. John's Wort xii. Saw Palmetto	Mini Lecture in BB Learn Complete the following Readings: ATI, RN Pharmacology for Nursing, Ed. 6.0: 1. Unit 6, Chapter 30, Herbal Supplements		

HOURS	UNIT SLOs	CONTENT	REQUIRED LEARNING ACTIVITIES	SUPPLEMENTAL LEARNING ACTIVITIES	EVALUATION
	other supplements. Include support systems and organizations that can provide assistance. Develop a medication teaching plan to promote the safe use of herbal supplements for patients who utilize them. Include support systems and organizations that can provide assistance.				
1hr	ATI RN Pharmacology Proctored Assessment				