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# The University of Texas at Arlington College of Nursing and Health Innovation

**The University of Texas at Arlington College of Nursing and Health Innovation**

# 5334 Advanced Pharmacology for FNP

**August 15-October 30, 2016, 11 Week AP**

# Course Description:

This course emphasizes the development of an advanced pharmacological knowledge base, and the application of the new knowledge gained through evaluating case summaries, writing prescriptions, and synthesizing the critical components of the medication, such as the pharmacokinetics, and pharmacodynamics.

**Student Learning Outcomes:**

Upon completion of the course, the student will be able to:

1. Prescribe drugs based on knowledge of drug pharmacokinetics and pharmacodynamics as it relates to relevant individual patient characteristics (e.g. age, culture, & gender).

2. Prescribe drugs based on efficacy, safety, cost, expected outcomes, and other health conditions.

3. Apply appropriate monitoring parameters in assessing the impact and efficacy of drug treatment.

4. Minimize drug reactions/interactions with special attention on vulnerable populations such as infants, children, pregnant & lactating women, and older adults.

5. Counsel the patient/family concerning drug regimens, side effects, interactions with other prescriptions/non-prescription drugs, herbal preparations, and food supplements.

6. Write prescriptions that fulfill the legal requirements for advanced practice nursing prescriptive authority in the student's prospective State.

This advanced pharmacotherapeutic course is fast paced, completely on-line, and time intensive. Students are expected to spend at least 3 hours daily on readings, videos, and assignments. Due dates for assignments, and exams are not expected to change, late assignments will not be accepted.

# Pre and Co-requisite Courses:

Advanced Pathophysiology for FNP

# Section:

**5334 400—Moore**

# Instructor(s):

Sara E. Moore, MSN, RN, PNP-BC, CPNP-AC, NNP  
Clinical Assistant Professor

Lead Instructor

# Email:

[Moores@uta.edu](mailto:Moores@uta.edu)

# Student Email:

Students enrolled in online UTA FNP courses are expected to check their UTA email daily. Students are waiting for their next course to start expected to check their UTA email a minimum of twice weekly**.**

Faculty and Students – Email:

For reasons of web security, faculty, staff, and students must use their **official** UT Arlington e-mail address for all university-related business. As a security measure, and to protect student privacy, only emails received through the UTA email system will receive a response. Emails received from any student’s personal email address will be deleted without a response.

Instructor Office or Department Location Pickard Hall, Rm #626

Instructor Office or Department Telephone Number:

Sara Moore--Cell Phone: 972-467-3056, Do NOT call directly without an Appointment, once you’ve communicated with me and have an appointment, you will then text and include your name and the course AP & #, this will verify that no change in scheduled time. I make time for student issues/concerns, but I am limited in taking phone calls during the weekday.

Felicia Chamberlain, (817) 272-0659, chamberl@uta.edu

Coordinator – Nursing Administration and Online Education Programs

Emergency Phone Number for Reaching Faculty

Felicia Chamberlain, (817) 272-0659, chamberl@uta.edu

Coordinator – Nursing Administration and Online Education Programs

# Faculty Profile:

Sara Moore: [https://www.uta.edu/mentis/profile/4858](https://www.uta.edu/mentis/profile/?4858)

Preferred Methods for Reaching Instructor: **Since this course is entirely on-line, the only way for communication is through MyMav email, which is the same as Blackboard email.**

# Maximum Timeframe for Responding to Student Communication:

Online instruction response to student emails can be expected within 24 hours with a 48-hour maximum time frame.

Response to student assignments may be expected within 72 hours (case summaries may take 96 hours depending on the complexity of the summary).

Virtual Office Hours: By Appointment Only

Please email the professor to schedule an individual or small group, virtual work session during office hours or at a separate time if necessary. Include the purpose of the meeting, what you hope to learn as a result of this meeting and who will be participating in your email.

The purpose of virtual office hours is to address those unique instructional challenges or questions that require a response that cannot be answered via email, an announcement, or the question and answer forum provided within the course.

# Zoom:

Zoom is a user-friendly, online, video-conferencing, screen-share tool. It operates outside of Blackboard. If invited to attend a Zoom conference, students simply need to:

* Use a computer with video and audio features
* Download Zoom to their computer the first time they receive a Zoom link (you will do this simply by clicking on the link)
* Check their video and audio features via the cues provided in Zoom

The Zoom link can also be downloaded to your smartphone. Lastly, Zoom sessions can be saved and made available to all students through a link provided by the professor.

Students do not need a Zoom account to join Zoom meetings hosted by a faculty member.

Zoom tutorials can be found at the following link:

<https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>

Academic Coach(es):

**Credit Hours:**

3

# Clinical Hours:

N/A

# Textbooks (Including Titles, Authors, Edition and Publisher) or Equipment - REQUIRED:

## Burchum, J. R, & Rosenthal, L. D. (2016). Lehne’s Pharmacology for Nursing care. 9th edition, Saunders Elsevier: St. Louis, MO, ISBN: 9780323321907 (9th ed)

## EITHER Electronic OR Hardcopy is acceptable.

## This textbook comes with a code that will allow you to access online materials which you may find helpful to understand concepts presented in the course. This text has a study guide available. The study guide contains more RN-level materials and is not appropriate for graduate level learning, but may be helpful as a refresher.

## SUPPLEMENTAL (Not Required): Textbooks or Equipment

* Battista, E. (2012) Crash Course: Pharmacology 4th ed. Mosby/Elsevier.
* Brenner. G. M. & Stevens, C. W. (2013) Pharmacology, 4th ed. Philadelphia, PA, Elsevier/Saunders Kester, M,
* Dowhower, K., & Vrana, K. D. (2011). Elsevier’s Integrated Pharmacology 2nd ed. Philadelphia, PA.
* Lexicomp. (2013) Drug information handbook for advanced practice nursing. 14th Ed., Hudson (Cleveland): Lexi-Comp Inc.
* MedMaster. Wecker, L. Crespo, L, Dunaway, G., Faingold, C. & Watts, S. (2010). Brody’s Human Pharmacology:
* Molecular to Clinical. 5th ed. Philadelphia, PA., Mosby/Elsevier
* Mosby/Elsevier. Olson, J. M. (2011). Clinical Pharmacology Made Ridiculously Simple.4th ed. Miami, FL,
* Prescriber's Letter. Access to UTA library via www.uta.edu/library/databases/ 5 NURS 5334 Advanced Pharmacology for Nurse Practitioners
* \*\*several texts offer case studies for students to use for application of pharmacologic principles. You may search out additional resources for case studies if not offered above. Many times case studies are offered in journals such as Consultant, Clinical Advisor, Clinician Reviews, which are free to subscribers. These free resources also offer CE’s.

# Attendance Policy:

Student attendance in this online course is required virtually as needed to complete course assignments and assessments successfully within the required timelines.

Course Expectations

The amount of time required for students to study and complete assignments in this course will vary according to students’ previous professional experiences, prior learning, and, the pace at which one works. While having completed multiple years of practice generally provides students an advantage, these same students sometimes find themselves having to “unlearn” practices that are not supported by the most recent evidence or research. Students with fewer years of nursing experience will generally find themselves working more diligently to quickly increase their overall knowledge base – knowledge that their classmates may have developed over multiple years of working in healthcare settings.

It is recommended that students schedule a minimum of 15 hours per week to study and complete their online content in this didactic (non-clinical) course, however, some weeks may require fewer hours and other weeks may require more hours.

FNP Program Expectations:

1. GPA of 3.0: Students must maintain a GPA of 3.0. Please seek help immediately if you are at risk of dipping below this GPA. Ready to assist you are:

* your course professor
* UTA Student Success Coordinators
* Your advisor
* Your retention specialist

1. Let’s Get Clinical: Successful completion of the required 760 clinical hours during your last three courses is completely dependent upon successful completion of the “Let’s Get Clinical” portion of your Pathway to Graduation. Successful graduation requires both completion of your courses and timely completion of all of the requirements in “Let’s Get Clinical.”
2. Preceptors and Clinical Sites: Students are responsible for arranging their own preceptors and clinical sites according to guidelines provided. This process begins very early in the overall program to ensure readiness when the clinical courses begin.

Course Topics / Lesson Titles:

| **Module** | **Module Topics / Titles** | **Lesson Topics / Lesson Titles** |
| --- | --- | --- |
| **1** | Pharmacological Principles: Drugs Across the Lifespan | 1. Application of the knowledge of pharmacology 2. Antimicrobials (Focus on Treatment of Otitis Media, Strep Pharyngitis, H. Influenza, S. Pneumoniae, M. Catarrahalis, Epstein Barr, Meningococcemia, bacterial conjunctivitis, antibiotic classifications, Respiratory infections, drug resistance, alternative choices to allergy issues) 3. Immunizations Recommendations    1. Pediatric (focus on CDC schedule, MMR recommendations and rules with administration, Pneumococcal administration guidelines, Hepatitis Recommendations, Menactra administration recommendations    2. Adult (focus on CDC schedule, MMR recommendations, and rules with administration, Pneumococcal administration guidelines, Hepatitis recommendations, Menactra Recommendations |
| **2** | Central Nervous System and pain management and Psychotropic drugs | 1. Pain Management (focus on patho of opioid, alcohol ingestion and addition specifics, drug classes and treatment options for addiction and withdrawal) 2. Psychotherapeutic Drugs (focus on Depression, Patho and neuro-biologic pathways, popular drug classes and who would be the best candidate for treatment options, Drug treatment options and common and significant side effects, Significant drug/drug interactions, SSRI withdrawal symptoms, best candidate for medication options) |
| **3** | Central Nervous System and: Treating Neurodegenerative Diseases | 1: Neurodegenerative Diseases (focus on Alzheimer’s, Multiple Sclerosis, and Parkinson’s: pathophysiology, signs and symptoms, drug classes and treatment recommendations  2: Neurologic Drugs (Epilepsy) (focus on pathophysiology on different seizure types.) |
| **4** | Central Nervous System: Peripheral & Autonomic Systems | 1: Integration of Peripheral & Autonomic Nervous System (sympathetic and parasympathetic function, patho of neurotransmitters, Peripheral Artery Disease and CNS Symptoms, hepatic encephalopathy) |
| **5** | Cardiovascular & Respiratory Systems: Drug Classes and the Heart and blood vessels | 1: Drug Classes for cardiopulmonary disorders  2: Treating Heart and Blood Vessels  (focus on Hypertension, patho and diagnosis criteria, goals of treatment, primary vs essential, target blood pressures, age variations, categories, understand process of escalating or adding additional medications, Understanding of the use of diuretics, Angiotensin-converting enzyme inhibitors (ACE 1), the influence of medications on electrolyte balance and possible imbalance complications, ACE inhibitors, Angiotensin receptor antagonists, non-dihydropyridine calcium channel blockers, calcium channel blockers, beta- adrenergic receptor blockers, beta blockers and common drug representatives |
| **6** | Cardiovascular & Respiratory Systems: Lipids, Blood & Respiratory Disorders | 1: Improving Plasma Lipid Levels (hyperlipidemia, medication management, categorization of medications and treatment goals  2: Blood Disorders  3: Respiratory Disorders (COPD and Asthma, patho, allergy components, categorization of symptoms and stepwise approach for escalation of medication management, side effects common with glucocorticoid steroids, cellular effects of beta 2 agonists, appropriate use of short-acting beta2 agonists, appropriate use of long-acting beta 2 agonists, morbidity and mortality, diagnosis specifics for COPD, understanding radiographical findings with COPD and Asthma, emphysema and pneumonia. Smoking cessation |
| **7** | Gastrointestinal Biliary Systems and Cancer | 1: GI and Liver  2: Cancer and Chemotherapy, and Cancer Drugs |
| **8** | Endocrine, Renal, Musculoskeletal Disorders | 1.Endocrine (focus on Diabetes)  2: Renal (focus on Diabetic complications on renal function)  3: Musculoskeletal Disorders |
| **9** | Reproductive Systems | 1. Women’s Health (contraceptives, OB/GYN)  2. Men’s Health |
| **10** | EENT, Integumentary system and Differentiating Across the Lifespan | 1: Children, Adults, Geriatric |
| **11** | Review and Final Exam | Review and Final Exam |

# Course Outcomes and Performance Measurement:

|  |  |  |
| --- | --- | --- |
| ***Standardized Course Objectives*** | ***Module Objectives that Address the Course Objectives*** | ***Assessment*** |

|  |  |  |
| --- | --- | --- |
| **(1)Drugs Across the Lifespan & antimicrobials**  1. Prescribe appropriate drugs based on knowledge of drug pharmacokinetics and pharmacodynamics, efficacy, cost expected outcomes, monitoring parameters and safety, including drug reaction and interactions with vulnerable populations  2. Counsel the patient/family concerning drug regimens, side effects, interactions with other prescriptions/non-prescription drugs, herbal preparations, and food supplements. | 1. Gain an understanding of pharmacodynamics and pharmacokinetics, the risks, and benefits of commonly prescribed and over the counter medications, as well as the parameters to monitor safeguard intended outcomes.  2. Apply knowledge from objective #1, in prescribing medications to patients.  3. Augment current knowledge of antimicrobial agents to include drug classifications and the associated prototype agents, the mode of action, risks and benefits ratio for vulnerable populations. | Assignments  FNP Prescription Table  .Prescription Pad  Mid-term Exam |
|  |  |  |
| 3.Write prescriptions that fulfill the legal requirements for advanced practice nursing prescriptive authority in the student's *prospective State.* |  |  |
| **(2 )CNS: pain & psychotropics**  1. Prescribe appropriate drugs based on knowledge of drug pharmacokinetics and pharmacodynamics, efficacy, cost, expected outcomes, monitoring parameters and safety, including drug reaction and interactions with vulnerable populations.  2. Counsel the patient/family concerning drug regimens, side effects, interactions with other prescriptions/non-prescription drugs, herbal preparations, and food supplements.  3.Write prescriptions that fulfill the legal requirements for advanced practice nursing prescriptive authority in the student's *prospective State.* | 1. Distinguish the patient’s degree of pain with the degree of analgesia needed, when observing unique patient characteristics.  2. Evaluate the use of non-pharmacological and pharmacological therapies when creating holistic recommendations for patients with acute or chronic pain  3. Modify patient education, in light of patients’ unique needs, resources, and challenges  4. Correlate the severity of patient’s psychiatric signs and symptoms with titration of the medication initiated. | Assignments  FNP PRESCRIPTION TABLE  PRESCRIPTION Pad  Module 1 – 4 Exam |  |
| **(3) CNS: neurodegenerative diseases and medications**  1. Prescribe appropriate drugs based on knowledge of drug pharmacokinetics and pharmacodynamics, efficacy, cost, expected outcomes, monitoring parameters and safety, including drug reaction and interactions with vulnerable populations.  2. Counsel the patient/family concerning drug regimens, side effects, interactions with other prescriptions/non-prescription drugs, herbal preparations, and food supplements.  3.Write prescriptions that fulfill the legal requirements for advanced practice nursing prescriptive authority in the student's *prospective State.* | 1. Apply the components of the clinical history and physical examination of the patient, to provide an appropriate neurologic diagnosis and management, treatment and teaching plan for the patient.  2. Identify the main neurotransmitters of the CNS and explain some of their main physiologic processes, including muscular disorders.  3. Describe the general steps involved in neurotransmission and summarize how drugs may alter the synaptic process.  .3. Discuss the significance of the blood-brain barrier in allowing or preventing the effects of drugs in general  4. Assess the characteristics of the seizure, accurately diagnose the type of seizure, and prescribe appropriate pharmacotherapeutic agents, and create a plan of care, with rationale. | Assignments  FNP PRESCRIPTION TABLE  PRESCRIPTION Pad  Module 1 – 4 Exam |
| **(4) CNS: Autonomic and Peripheral Nervous Systems**  1. Prescribe appropriate drugs based on knowledge of drug pharmacokinetics and pharmacodynamics, efficacy, cost, expected outcomes, monitoring parameters and safety, including drug reaction and/or interactions for vulnerable populations.  2. Counsel the patient/family concerning drug regimens, side effects, interactions with other prescriptions/non-prescription drugs, herbal preparations, and food supplements.  3.Write prescriptions that fulfill the legal requirements for advanced practice nursing prescriptive authority in the student's *prospective State.* | 1. Analyze the relationship between the basic motor unit, and motor functioning as the peripheral disease begins, and progresses to chronic neuromuscular disease, and the drugs.needed.  2. Justify the pharmacological and non-pharmacological plan of care as the disease begins and progresses including patient/family education. | Assignments  FNP PRESCRIPTION TABLE  PRESCRIPTION Pad  Module 1 – 4 Exam |
| **(5) Cardiopulmonary Disorders: Drug classes and treatment**  1. Prescribe appropriate drugs based on knowledge of drug pharmacokinetics and pharmacodynamics, efficacy, cost, expected outcomes, monitoring parameters and safety, including drug reaction and/or interactions for vulnerable populations.  2. Counsel the patient/family concerning drug regimens, side effects, interactions with other prescriptions/non-prescription drugs, herbal preparations, and food supplements. | 1. Identify the effector sites of alpha1-, beta1-, and beta2-adrenergic receptors and describe the expected responses from their activation by a suitable agonist.  2. Describe the main adrenergic receptor subtypes that mediate the ocular, cardiovascular, pulmonary, and uterine responses to sympathetic nervous system activation  3. Compare the adverse effects of alpha blockade with the adverse effects of beta blockade.  4. Explain the difference between direct cardiac (beta1) effects of adrenergic agonists and reflex (baroreceptor reflex mediated) effects of those same drugs, using norepinephrine, phenylephrine, and isoproterenol as examples.   * Accurately assess the patient’s cardiovascular system plus the use diagnostic cardiac testing, to establish a diagnosis. * Prescribe appropriate medications according to the pharmacokinetics, and pharmacodynamics, interpatient variability, and drug interactions. * Identify the effector sites of alpha1-, beta1-, and beta2-adrenergic receptors and describe the expected responses from their activation by a suitable agonist. * Explain the difference between direct cardiac (beta1) effects of adrenergic agonists and reflex (baroreceptor reflex mediated) effects of those same drugs, using norepinephrine, phenylephrine, and isoproterenol as examples. * Describe the main adrenergic receptor subtypes that mediate the ocular, cardiovascular, pulmonary, and uterine responses to sympathetic nervous system activation * Describe the adverse effects of the alpha blockade and compare them with the adverse effects of beta blockade. | Assignments  FNP PRESCRIPTION TABLE  PRESCRIPTION Pad  Module 5-10 Final Exam |
| **(6) Cardiopulmonary Disorders: lipids, blood and respiratory** 1. Prescribe appropriate drugs based on knowledge of drug pharmacokinetics and pharmacodynamics, efficacy, cost, expected outcomes, monitoring parameters and safety, including drug reaction and/or interactions for vulnerable populations.  2. Counsel the patient/family concerning drug regimens, side effects, interactions with other prescriptions/non-prescription drugs, herbal preparations, and food supplements. | * Describe the value of using anti-lipid agents for patients who are at risk for CAD and/or CVA. * Prescribe lifestyle measures to a patient with hyperlipidemia and at risk for heart disease.   Describe the first-line agent’s mode of action in the treatment of hemophilia.  Drug-induced hematological disorders are rare, but occur with the use of relatively common medications.  Describe the mode of action of these medications, and the adverse events that occur during the therapy.  Treat respiratory dysfunctions, such as asthma or COPD, by utilizing all senses (appearance of the patient, percussion, and sound,  palpate, and pulmonary function tests, and radiologic exam | Assignments  FNP PRESCRIPTION TABLE  PRESCRIPTION Pad  Module 5-10 Final Exam |
| (**7) GI & Liver,**  **Cancers and Chemotherapy drugs**  1. Prescribe appropriate drugs based on knowledge of drug pharmacokinetics and pharmacodynamics, efficacy, cost, expected outcomes, monitoring parameters and safety, including drug reaction and/or interactions for vulnerable populations.  2. Counsel the patient/family concerning drug regimens, side effects, interactions with other prescriptions/non-prescription drugs, herbal preparations, and food supplements.  3.Write prescriptions that fulfill the legal requirements for advanced practice nursing prescriptive authority in the student's *prospective State.* | Select H. pylori  eradication medications based on pharmacokinetics, pharmacodynamics, cost, patient adherence, efficacy, and  antibiotic resistance  Prescribe the first line of treatment for mild to moderate Inflammatory Bowel Disease (IBD), which consists of aminosalicylates (sulfasalazine, or mesalamine, or steroid enemas or suppositories).  Identify the etiology of nausea, vomiting, diarrhea, and/or constipation, and Irritable bowel syndrome and develop a pharmacotherapeutics plan of care.  Establish an individualized pharmacotherapeutics plan of care for patients with hepatic, biliary and pancreatic disorders.   * Confirm cancer diagnosis through tissue histology before starting anticancer treatment. * Differentiate between anticancer drugs that target proliferating cells, which can either prevent the completion of the cell cycle in a ‘cell-cycle phase specific,(continuous infusion) and/or cell-cycle nonspecific, which targets any proliferating cells (single dose). * Differentiate between monoclonal antibodies which affect the host immune system, and angiogenetic  factors which can lead to tumor growth invasion and metastasis | FNP PRESCRIPTION TABLE  PRESCRIPTION Pad  Module 5-10 Final Exam |
| **(8) Endocrine, Renal, and Musculoskeletal Disorders** 1. Prescribe appropriate drugs based on knowledge of drug pharmacokinetics and pharmacodynamics, efficacy, cost, expected outcomes, monitoring parameters and safety, including drug reaction and/or interactions with vulnerable populations.  2. Counsel the patient/family concerning drug regimens, side effects, interactions with other prescriptions/non-prescription drugs, herbal preparations, and food supplements. | 1.Individualize the medications used in DM2 to prevent future micro and macro-complications, and maintain euglycemia.  2. Monitor signs and symptoms of thyroid, adrenal and pituitary glands, whether overactive, or underactive and obtain appropriate labs and/or radiologic exams to guide treatment options.  3.  Review Glomerular Filtration Rate, the single best indicator of kidney disease, and proteinuria to determine the efficacy of therapeutic interventions  4.  Detect and treat common musculoskeletal disorders, as new onset of gout.  5..  Continually assess the formative and summative observations of pain relief in the patient | FNP PRESCRIPTION TABLE  PRESCRIPTION Pad  Module 5-10 Final Exam |
| **(9)Reproduction and Men and Women’s Health**  Prescribe appropriate drugs based on knowledge of drug pharmacokinetics and pharmacodynamics, efficacy, cost, expected outcomes,  Describe the mode of action of these medications, and the adverse events that occur from the therapy**.**  Monitoring parameters and safety, including drug reaction and/or interactions for vulnerable populations.  2. Counsel the patient/family concerning drug regimens, side effects, interactions with other prescriptions/non-prescription drugs, herbal preparations, and food supplements | 1 .  Account for the physiologic changes during pregnancy that alter the pharmacokinetics of selected drugs.  2.  Understand the physiology of lactation, since lactation can also alter the pharmacokinetics of selected drugs.  3.    Complete history and physical exam to determine unique characteristics of the patient, such as age, smoking tobacco, and frequency of sexual intercourse, and be evaluated in order to select the most appropriate medications, such as type of contraception, or when extraneous calcium is necessary, and/or antimicrobials.  4.   Carefully monitor the signs and symptoms during pregnancy that might represent a complication, such as hyperglycemia.  **5.**Consider all Benign Prostatic Hyperplasia treatment options, such as watchful waiting, drug therapy, and/or surgery, and discuss openly with the patient. | FNP PRESCRIPTION TABLE  PRESCRIPTION Pad  Module 5-10 Final Exam |
| **(10) EENT, Integumentary system, and drugs across the lifespan**  Prescribe appropriate drugs based on knowledge of drug pharmacokinetics and pharmacodynamics, efficacy, cost, expected outcomes,  Describe the mode of action of these medications, and the adverse events that occur from the therapy**.**  Monitoring parameters and safety, including drug reaction and/or interactions for vulnerable populations.  2. Counsel the patient/family concerning drug regimens, side effects, interactions with other prescriptions/non-prescription drugs, herbal preparations, and food supplements | 1.Complete a history and physical exam in order to diagnose eye, ear, nose, and throat disorders in children, adults, and geriatric populations.  2.Obtain a culture and sensitivity when infection is expected.  3.Prescribe appropriate age-determined medications to resolve certain eyes, ears, nose,  and throat maladies.  4. Manage skin disorders, as contact dermatitis, through providing symptomatic relief, implementing preventative strategies, and providing coping strategies for the patient. | FNP PRESCRIPTION TABLE  PRESCRIPTION Pad  Module 5-10 Final Exam |
| (11) Review for final exam |  |  |

# Course Schedule and Due Dates (Central Time):

| **Course or Module Activity** | **Due Date** |
| --- | --- |
| **Pathway to Graduation – Orientation (Course One)** |  |
| Personal Graduation Plan | Must be submitted by the end of a student’s first course in the program. |
| **Pathway to Graduation – Let’s Get Clinical (Courses Two through Fourteen)** |  |
| Items as Indicated Within “Let’s Get Clinical.” | Week Five, Saturday, 23:59 |
| **Module One: Pharmacological Principles, Across the Life Span, Antimicrobials** |  |
| Attestation Statement | Wednesday 23:59 |
| Discussion:  Self-Introduction (No grade) | Wednesday 23:59 – post discussion thread |
| Assignments: (total of 2 case studies for the week)   1. Pediatric Otitis Case Summary 2. Antimicrobial Case Summary, Strep | Saturday 23:59 |
| **Module Two: CNS Treating Pain** |  |
| Discussion:   * 1. Pain Discussion Board | Wednesday 23:59 – post discussion thread with post to two college responses by Friday 23:59 |
| Assignments: (1 case study for the week)   1. Psychotherapeutic Case Summary: 41-year-old woman, depression | Saturday 23:59 |
| **Module Three: Treating Neurodegenerative Disorders** |  |
| Discussion Board: Immunization | Wednesday 23:59 – post discussion thread with post to two college responses by Friday 23:59 |
| Assignments: (total of 1 case study for the week)   1. Neurologic Case Summary: 68-year-old man, seizures | Saturday 23:59 |
| **Module Four: CNS-Peripheral and Autonomic sytems** |  |
| Assignments: (1 case study for the week)   1. Peripheral/autonomic CNS Case Summary: 47-year-old woman, PAD | Saturday 23:59 |
| **Exam #1** | **Friday 12:01 A.M. thru Sunday 23:59 P.M.** |
| **Module Five: Cardiovascular and Respiratory Systems--Drug Classes and Treatment** |  |
| Assignments: (total of 1 case study for the week)   1. Cardiovascular: 64-year-old man, Hypertension | Saturday 23:59 |
| **Module Six: Cardiovascular and Respiratory Systems--Lipid, Blood, and Respiratory Disorders** |  |
| Assignments: (total of 1 case study for the week)   1. Lipids: 56-year-old woman, Hyperlipidemia | Saturday 23:59 |
| **Module Seven: Gastrointestinal, Biliary Systems and Cancer with Chemotherapy** |  |
| Assignments: (total of 1 case study for the week)   1. Respiratory: 59-year-old woman, COPD | Saturday 23:59 |
| **Module Eight: Endocrine, Renal, Bone, Muscle** |  |
| Assignments: (total of 1 case study for the week)   1. Endocrine: 68-year-old man, Type II DM | Saturday 23:59 |
| **Module Nine: Reproductive Systems** |  |
| Assignments: (total of 2 case studies for the week)   1. Female Health and Reproduction, 40-year-old woman 2. Male Health, 65-year-old man | Saturday 23:59 |
| **Module Ten: ENT and Differentiating across the Life Span** |  |
| Assignments: (total of 1 case study for the week)   1. Across the life span: 35-year-old woman, Obesity | Saturday 23:59 |
| **Module Eleven: Review and Final Exam** |  |
| **Exam (No case studies)** | **Friday 12:01 A.M. thru Sunday 23:59 P.M.** |

*“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course”. – Sara E. Moore, MSN, PNP, PNP-BC, CPNP-AC, NNP.*

# Assignments and Assessments:

## Blackboard Required:

Only assignments submitted through Blackboard will be reviewed and accepted for a grade, regardless of the reason. **Assignments that are submitted through email will not be reviewed for feedback nor graded.** They will be assigned a grade of zero. No exceptions will be made**.**

## Technical Problems:

Because technology is vulnerable to experiencing difficulties you should not wait until the last minute to submit an assignment, complete a quiz, or test. If you experience technical difficulties, contact Blackboard Support to help resolve the issue. They are open 24 hours a day.

## Late Assignments / Assessments:

**Late assignments will not be accepted for a grade or reviewed for feedback (unless prior communication or extenuating circumstances) and will be assigned a zero.** Quizzes and tests must be started, completed, and submitted prior to the submission due date and time. Any quiz or test submitted after the due date and time will not be accepted. Make-up exams are not provided given the extended period for which exams are open

## Plagiarism:

Plagiarism is prohibited. Any assignment determined to have been plagiarized will be given a zero and the student reported for academic dishonesty. Copying your answers from your textbooks, journal articles, any website or any source is considered plagiarism. All of your work is to be in your own words, paraphrased and referenced according to APA style. Using quoted sentences is not an acceptable manner in which to complete any assignment in this course and does not reflect synthesis of the material**. Consequently, the use of quoted sentences will result in a point deduction up to and including a zero.**

**Academic Integrity:**

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted.

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with the University policy, which may result in the student’s suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas Board of Nursing (BON) using rule §215.8 as a guide.**

# APA 6th Edition:

Students are expected to use APA style to document resources. Numerous resources can be found through the UTA Library at the following links:

* <http://library.uta.edu/sites/default/files/apa2014.pdf>
* <http://libguides.uta.edu/apa>
* <http://library.uta.edu/how-to/paper-formatting-apa-st>

# Grading and Evaluation:

A = 90-100

B = 80-89.99

C = 70-79.99

Students are required to maintain a GPA of 3.0**.**

Final Grades are not rounded up.

| **Required Components for Course Credit** | **Weight / Percentage Value**  **Within the Course** |
| --- | --- |
| FNP Prescription Table with Prescription Pad | 70% |
| 12 case summaries and two discussion boards= 60 % of total grade |  |
|  |  |
| Mid-Term Exam | 15% |
| Final Exam | 15% |
| **TOTAL** | **100%** |

# University Library Resources for Online Students:

**Peace Williamson**, *Nursing Librarian* Phone: (817) 272-7433 E-mail: [peace@uta.edu](mailto:peace@uta.edu)

## Research Information on Nursing:

[**http://libguides.uta.edu/nursing**](http://libguides.uta.edu/nursing%20)

| Library Home Page | <http://www.uta.edu/library> |
| --- | --- |
| Subject Guides | [http://libguides.uta.edu](http://libguides.uta.edu/) |
| Subject Librarians | <http://www.uta.edu/library/help/subject-librarians.php> |
| Database List | <http://libguides.uta.edu/az.php> |
| Course Reserves | <http://pulse.uta.edu/vwebv/enterCourseReserve.do> |
| Library Catalog | <http://discover.uta.edu/> |
| E-Journals | <http://ns6rl9th2k.search.serialssolutions.com/> |
| Library Tutorials | <http://www.uta.edu/library/help/tutorials.php> |
| Connecting from Off-Campus | <http://libguides.uta.edu/offcampus> |
| Ask A Librarian | [http://ask.uta.edu](http://ask.uta.edu/) |

Resources often used by online students: <http://library.uta.edu/distance-disability-services>

Disability Accommodations:

UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD).** Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)**:

[www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.

**Counseling and Psychological Services, (CAPS):**

[www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Student Evaluation of Course:**

Students are asked to please complete the anonymous course evaluation upon completion of this course. We use information gathered from student feedback to guide our overall continual improvement process. Thank you!

Title IX:

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*. For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Schedule Adjustments:**

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Faculty Name*

# Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources). Does this apply to online? Please find out what specifically applies to them and let’s get that message.

Drop Policy**:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Drop Policy:**

Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student’s academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Office of Financial Aid and Scholarships at http://wweb.uta.edu/aao/fao/ . The last day to drop a course is listed in the Academic Calendar available at http://www.uta.edu/records/services/academic-partnership­programs.php#summer Make generic and leave vague for the different potential lengths of courses. Needs to go under program stuff.

5334 ASSIGNMENT RUBRICS FOR **EACH** LESSON

1. Instructions for Assignments: Case Summary
   1. Each case summary/assignment essentially has four parts.
      * Face page (2%)
      * APA Format (8%)
      * Prescription Table (40%),
      * Written prescription: ON PRESCRIPTION RUBRICS (10%)
      * Supplementary Documentation: OFF PRESCRIPTION RUBRICS (40%)
2. Start by reading the entire case summary, and then begin filling in the requested information
3. You may use this whole table for your one lesson assignment. However, each medication prescribed needs to be written on a new prescription sheet.
4. Turn in all the components as one complete assignment for each case summary

**REQUESTED INFORMATION FOR EACH CASE STUDY**

**Face page:** FACE PAGE RUBRICS: 2%

|  |  |  |  |
| --- | --- | --- | --- |
| Component | Required Criteria | PASS | FAIL |
| Face Sheet | NAME  Refer to the CONHI or APA Guidelines for the criteria necessary for a face sheet. | Includes required criteria | Leaves information out |
|  |  | All variables correct | No Name |

**APA Format:** APA format and references: 8%

**Prescription Table:** PRESCRIPTIONS TABLE RUBRICS: 40%

* + **INSTRUCTIONS:** Each case summary is a patient in your FNP clinic. You are provided the symptoms at presentation, and the diagnosis of your patient. You are responsible for completing the associated table to apply new knowledge gained. Fill in the table with the most concise, important, and appropriate answers.
  + **Decide your pharmacological treatment plan of choice to treat the patient in the case summary**
  + **Develop the skills necessary to correctly write a prescription for this patient.**
  + **Complete the following prescription with the appropriate variables**
  + **Students:**
    - Symptoms; List two pertinent signs and symptoms,
    - Recommended Drugs: Provide list of recommended drugs as indicated for this diagnosis,
    - Drug Categories and Subcategories: Identify the category of each recommended drug
    - Rationale: Provide rationale, clinical guidelines, or evidence for the selected drug of choice
    - Contraindications and/ or Risks, as appropriate: Identify contraindications and risks as appropriate
    - What Patients Must Understand: Identify at least three appropriate teaching points for the patient and/or family

**Example of Case Summary Table:**

|  |  |
| --- | --- |
| 5334 CASE SUMMARY TABLE |  |
| * Symptoms; List two pertinent signs and symptoms |  |
| Answer here |  |
| * Recommended Drugs:   List recommended drugs as indicated for this diagnosis |  |
| Answer here |  |
| * Drug Categories and Subcategories:   Identify the category of each recommended drug |  |
| Answer here |  |
| * Rationale   Provide rationale, clinical guidelines, or evidence for the selected drug of choice |  |
| Answer here |  |
| * Contraindications and or Risks, as appropriate:   Identify contraindications and risks as appropriate |  |
| Answer here |  |
| * What Patients Must Understand: Identify at least three appropriate teaching points for the patient and/or family |  |
| Answer here |  |

**Prescription Pad: Prescription pad Rubrics: 10%**

1. ON A PRESCRIPTION PAD: the requested information written (typed) on the prescription pad.

|  |  |  |  |
| --- | --- | --- | --- |
| **Component** | **Required Criteria** | **PASS** | **FAIL** |
| For the Name Brand and Generic | Medication: Units How Supplied, Routes, Duration, Date, Patient. Name, Pt. Address, Pt. Phone, Pt. DOB, Wt (peds/kg), Allergies | Provides correct information  Rarely leaves any criteria out | Lacking information, such as, leaving blanks for answers, or Forgets to include major required criteria for a prescription |
| For the Prescriber | Written Rx: Prescriber Name, Address, Phone and fax number  NPI #.License # and  DEA #  Drug Name, Dose, How Supplied, Route, Frequency, Duration, Number Given, and # of Refills  Written signature | Provides correct information | Leaves pertinent information out, as # of refills |
|  | Each variable is worth 2 points | 80 - 100 | <79.99 |

Create your prescription pad sheet using the following example

Your Name

Address

Phone Number and Fax Number

DEA #

NPI #

License #

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DOB (unique identifier)\_\_\_\_\_\_\_\_\_

Address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ M/F

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rx

**Refills NR 1 2 3 4 5**

Void after

Substitution Permitted\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dispense as written\_\_\_\_\_\_\_\_\_\_\_\_

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Students need to place a page break after this prescription, for submission of assignment*

**Supplementary Documentation Assignment:** Supplementary Rubric:40%

1. OFF PRESCRIPTION: Designed for better understanding and comprehension of the medication prescribed and how the drug works within the disease process. For criteria that are not written on the actual prescription, briefly, supplement the information requested on a separate piece of paper, may use bullets, and cite your references.  You do not need a separate reference page, but list all your references at the end of your prescription.  
     
   **Supplementary Documentation Assignment Rubrics (OFF PRESCRIPTION):**

|  |  |  |  |
| --- | --- | --- | --- |
| Component | Required Criteria | PASS | FAIL |
| For the disease: | \*Population  \*Pathophysiology \*Symptoms  \*Goals of Treatment | Includes all required variables | Includes only one or two required variables  Incorrect information |
| For the drug: | CLASS  \*Class \*Indications \*Mechanism of Action \*Pharmacodynamics \*Pharmacokinetics  GENERIC NAME  Generic Name and Brand Name  \* Dose; Dose Peds Calc (Correct Math.  \*Indications \* \*Instructions  \* Side/Adverse Effects = Side/Adverse Effects  \*Outcomes  \*Counseling, also includes Goals of Treatment, Side/Adverse Effects, and outcomes may list here or above under Generic name Section | Includes all required variables  Includes all required variables | Includes only one or two required variables  Incorrect Information  Includes all required variables |
| For APA | Use according to APA guidelines:  Face Sheet, Citations, and Reference List, which can be added to the end of your last page; you do not need a new page for the Reference List. correct  Grammar | Uses APA according to the guidelines  Rarely misses a citation or the reference is not included in the reference list. | Missing appropriate citations, incomplete reference list  Grammar impedes reading |
|  | Each variable is worth 2 points | 80 - 100 | <79.99 |

***Turn in assignment as one complete assignment***  *smsummer 2016*