UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Spring 2019

COURSE NUMBER               NUR 3128

COURSE TITLE                     Pathophysiology/Pharmacology in Nursing 2

CREDITS                                03

PREREQUISITES                  NUR 3066C Clinical Reasoning Health Assessment

NUR 3196 Pathophysiology/Pharmacology in Nursing 1

NUR 3737C Principles of Personalized Nursing Care 1

COREQUISITES None

FACULTY Anne C. Dillard, DNP, RN, AGCNS-BC

Clinical Assistant Professor

Section: 35B7

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Office hours: Wednesday 2-4pm and by appointment

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Joanne Laframboise-Otto, PhD, RN

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Jennifer Vendt, DNP, ARNP, CPNP-PC, PHC

Clinical Assistant Professor

Section: 35B9

Office: HPNP 4219

(352) 273-6512

Office hours: Wednesdays 10-12 am and by appointment

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COURSE DESCRIPTION

This is the second of a two-semester sequence of Pathophysiology and Pharmacology in Nursing. The emphasis is on examining pathophysiology of human illness in diverse groups of individuals across the lifespan utilizing a systems based approach. Nursing implications for safe and effective delivery of related pharmacotherapeutic agents is incorporated.

COURSE OBJECTIVES

Upon completion of this course, the student will:

1. Utilize principles from genetic and biobehavioral sciences to explain relationships between pathophysiology and clinical manifestations of illness associated with selected body systems.
2. Apply principles of pharmacotherapy, pharmacokinetics, pharmacodynamics, and pharmacogenomics in the treatment of human illness.
3. Examine the benefits and limitations of selected safety-enhancing technologies and medication administration practices.
4. Anticipate the nurse’s responsibility for recognizing therapeutic effectiveness, common and life-threatening side effects, and adverse reactions of various pharmacologic agents.
5. Distinguish individual factors such as age, developmental, psychosocial, cultural, environmental, genetic, economic, and gender considerations may affect the response to treatment and adherence.
6. Utilize learning and behavioral theories to design effective teaching strategies for patient and family medication management.
7. Evaluate legal and ethical parameters of personalized pharmacotherapy.

COURSE SCHEDULE

Section Instructor Day Time Room

35B7 Dillard Wednesday 8:00 am-11:00 am G103

35B8 Otto Thursday 1:00 pm- 4:00 pm C1-3 (G307 on 03/21)

35B9 Vendt Wednesday 1:00 pm-4:00 pm G312

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at <http://elearning.ufl.edu/>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

TEACHING METHODS

Content review via Canvas videos

Collaborative Classroom Activities

Simulated Clinical Practice

LEARNING ACTIVITIES

Pre-class activities - Canvas Learning Bursts

Reading assignments

MyLab for Pharmacology and CLIC Math assignments (Pearson electronic resources)

Discussion Forums

Individual and Team projects

EVALUATION METHODS/COURSE GRADE CALCULATION

|  |  |
| --- | --- |
| Exam 1 | 20% |
| Exam 2 | 20% |
| Exam 3 | 20% |
| Final Exam | 20% |
| Class Participation | 5% |
| MyLab CLIC Math | 3% |
| MyLab assignments/ Case Studies | 7% |
| Class Project | 5% |
| Total | 100% |

EXAM AVERAGE

Students must have an average exam score greater or equal to 74% on unit exams in order to pass the course. Students must achieve an average of 74% on the exams BEFORE the remaining assignment percentages are calculated into the final course grade.

GRADE ROUNDING

No grades will be rounded including the final exam averages and final course grade.

LATE ASSIGNMENTS

Students are expected to plan in advance and submit assignments by posted due dates. You will not receive credit for the tRat assignments in class if you have not completed the iRat assignments before class.

CLASS ATTENDANCE AND MAKEUP POLICY

Collaborative learning is an essential component of this course; therefore, attendance is expected at all scheduled class and laboratory sessions. Advanced notice of absence is expected. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., professional conferences **with advanced notice**), military obligation, severe weather conditions, religious holidays, and participation in official university activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are excused. Makeup assignments for excused absences will be negotiated with the instructor. **If at all possible**, the course instructor must be notified in advance if an exam is missed due to an extenuating circumstance. If no notice is given or without prior approval of an absence for a reason listed above, a grade of zero will be assigned. Students may not opt out of any exams.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

GRADING SCALE/QUALITY POINTS

A 95-100 (4.0) C 74-79\* (2.0)

A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

B 84-90 (3.0) D 64-69 (1.0)

B- 82-83 (2.67) D- 62-63 (0.67)

C+ 80-81 (2.33) E 61 or below (0.0)

\* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/process/student-conduct-honor-code/>. Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies

Please see the College of Nursing website for student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>) and a full explanation of each of the university policies - <http://nursing.ufl.edu/students-2/student-policies-and-handbooks/course-policies/>

Attendance

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Student Use of Social Media

Faculty Evaluations

* 1. “Students in this class are participating in a pilot evaluation of a new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF’s CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, or in their Canvas course menu under GatorEvals. Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at [https://evaluations.ufl.edu](https://evaluations.ufl.edu/) . Thank you for serving as a partner in this important effort.”

DISABILITY STATEMENT

Students who wish to obtain individual accommodations due to special learning needs must register with the University of Florida Disability Resources Center (DRC) **at the beginning of each semester**. Accommodations are not retroactive, therefore, students should contact the DRC at the beginning of each semester in the term for which they are seeking accommodations. The DRC may be contacted at 352-392-8565 so that appropriate accommodations may be made.  **Individual accommodations require time for the Disability Resources Center (DRC) to approve and the faculty to respond to any special learning needs**.  **Each semester**, it is the students’ responsibility to notify all their faculty of any special accommodations **once approval by the DRC for special accommodations has been made**.  <https://drc.dso.ufl.edu/>

REQUIRED TEXTBOOKS

Adams, Holland, Urban. (2017). *Pharmacology for nurses: A pathophysiologic approach.*

Hoboken, New Jersey. Pearson.

Giangrasso, Shrimpton. (2018). *Dosage calculation: a multimethod approach.* Hoboken, New Jersey. Pearson.

Hoffman, Sullivan. (2017). *Medical-surgical nursing: making connections to practice.*

Philadelphia, Pennsylvania. F.A. Davis Company.

MyLab for *Pharmacology for Nurses*. Access code card.

My Lab for *Dosage calculation: a multimethod approach*. Access code card.

CLASS SCHEDULE

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| **Dates** | **Unit** | **Module** | **Topic** | **Course Objective**  **(Program Outcome)** |
| Jan 09-10 |  | **Module 1** | Introduction/ Recap of NUR3196 | 1, 2, 3, 4, 5, 6, 7  (1, 4, 8, 11) |
| Jan 16-17 | **Unit 4**  **Unit**  **8** | **Module 2** | 24: Diuretic Therapy and Drugs for Renal Failure  44:Drugs for Pituitary, Thyroid, and Adrenal Disorders | 1, 2, 3, 4, 5, 6, 7  (1, 3, 4, 8) |
| Jan 21 | **Holiday: Martin Luther King Jr Day** | | | |
| Jan 23-24 | **Unit**  **3** | **Module 3** | 15: Drugs for Seizures  20: Drugs for Degenerative Diseases of the Nervous System  21: Drugs for Neuromuscular Disorders | 1, 2, 3, 4, 5, 6  (1, 3, 4) |
| Jan 25 |  | Exam 1: Chapters 24, 44, Recap of NUR3196  0900 in the HPNP Auditorium | | |
| Jan 30-31 | **Unit 3** | **Module 4** | *Continue*  15: Drugs for Seizures  20: Drugs for Degenerative Diseases of the Nervous System  21:Drugs for Neuromuscular Disorders | 1, 2, 3, 4, 5, 6, 7  (1, 3, 4) |
| Feb 06-07 | **Unit**  **5** | **Module 5** | 36: Drugs for Fungal, Protozoan, and Helminthic Infections | 1, 2, 3, 4, 5, 6, 7  (1, 2, 4, 8, 11) |
| Feb 13-14 | **Unit**  **7** | **Module 6** | 41:Drugs for Peptic Ulcer Disease  42: Drugs for Bowel Disorders and Other Gastrointestinal Conditions | 1, 2, 3, 4, 5, 6, 7  (1, 2, 4, 8, 11) |
| Feb 15 |  | Exam 2: Chapters 15, 20, 21, and 36  0830 in the HPNP Auditorium | | |
| Feb 20-21 | **Unit**  **4** | **Module 7** | 27: Drugs for Heart Failure  30: Drugs for Dysrhythmias | 1, 2, 3, 4, 5, 6, 7  (1, 3, 4, 8) |
| Feb 27-28 | **Module 8** | *Continue*  27: Drugs for Heart Failure  30: Drugs for Dysrhythmias | 1, 2, 3, 4, 5, 6, 7  (1, 2, 3, 4) |
| Mar 02-Mar 10 | **Spring Break** | | | |
| Mar13-14 | **Unit**  **2**  **Unit**  **4** | **Module 9** | 11: Emergency Preparedness and Poisonings  29: Drugs for Shock | 1, 2, 3, 4, 5, 6, 7  (1, 2, 4, 8, 11) |
| Mar 20-21 | **Unit**  **3** | **Module 10** | 14: Drugs for Anxiety and Insomnia  16: Drugs for Emotional, Mood, and Behavioral Disorders  17: Drugs for Psychoses | 1, 2, 3, 4, 5, 6, 7  (1, 3, 4) |
| Mar 22 |  | Exam 3: Chapters 41, 42, 27, 30, 11, 29  0830 in the HPNP Auditorium | | |
| Mar 27-28 | **Unit 3** | **Module 11** | *Continue*  14: Drugs for Anxiety and Insomnia  16: Drugs for Emotional, Mood, and Behavioral Disorders  17: Drugs for Psychoses | 1, 2, 3, 4, 5, 6, 7  (1, 3, 4) |
| Apr 03-04 | **Unit**  **3** | **Module 12** | 19: Drugs for Local and General Anesthesia  22: Substance Abuse | 1, 2, 3, 4, 5, 6, 7  (1, 2, 4, 8, 11) |
| Apr 10-11 | **Unit**  **4**  **Unit**  **8** | **Module 13** | 31: Drugs for Coagulation Disorders  32: Drugs for Hematopoietic Disorders  Thursday Classes:  46: Drugs for Disorders and Conditions of the Female Reproductive System | 1, 2, 3, 4, 5, 6, 7  (1, 3, 4, 8) |
| Apr 17-18 | **Unit**  **5**  **Unit**  **8** | **Module 14** | 37: Drugs for Viral Infections  38: Drugs for Neoplasia  Thursday Classes:  47: Drugs for Disorders and Conditions of the Male Reproductive System | 1, 2, 3, 4, 5, 6, 7  (1, 3, 4) |
| Apr 24 | **Unit**  **8** | **Module 15** | 46: Drugs for Disorders and Conditions of the Female Reproductive System  47: Drugs for Disorders and Conditions of the Male Reproductive System  Only Wednesday Classes Meet | 1, 2, 3, 4, 5, 6, 7  (1, 3, 4, 8) |
| Apr 25-26 | Reading Days | | | |
| May 1 |  | Cumulative Final Exam: Chapters 14, 16, 17, 19, 22, 31, 32, 37, 38, 46, 47 and all other material from this semester  0830 in the HPNP Auditorium | | |

Program Outcomes:

1. Apply critical thinking to synthesize knowledge grounded in liberal education and nursing, in the practice of professional nursing in the global community.
2. Collaborate with the healthcare team and clients to provide safe and cost effective high quality health care.
3. Integrate evidence-based findings in decision-making in the practice of professional nursing.
4. Appraise current evidence to evaluate health care safety and quality improvement initiatives for individuals and groups.
5. Analyze information from health care technology systems to apply evidence that will guide nursing practice.
6. Utilize knowledge of health care regulation to advocate for policy change to improve health care systems and professional nursing practice.
7. Illustrate the importance of advocacy in the improvements in nursing practice and throughout the healthcare system.
8. Demonstrate professional communication, collaboration and documentation with healthcare teams to support improvement in patient health outcomes.
9. Utilize health promotion, health maintenance, and disease prevention strategies across settings to improve the health of diverse individuals and populations across the lifespan.
10. Demonstrate professional competence and values reflective of professional nursing standards and mutual respect within a global society.

11. Build therapeutic alliance with patients and families to provide personalized care

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| Approved: | Academic Affairs Committee:  General Faculty:  UF Curriculum Committee: | 02/18  02/18  03/18 |