



**School of Health Sciences
Graduate Program**

Course Title: Advanced Pharmacology
Course Number: APRN 602
Credit Hours: 3
Semester: Fall
Day and time: Wednesday 5pm-8-pm
Location: TBA

Prerequisites: / Co-requisites: None

Faculty: Dr. Kelly Jones, PharmD

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Office hours: prn (best to get me through email)

Course Description: This course examines principles of pharmacotherapeutic decision-making with applications to the clinical management of patients with primary care health issues. This course expands the understanding of pharmacological effects, drug-to-drug interactions, patient teaching, adherence to medication regime and the use of complementary and alternative medicine for patients across the lifespan.

Program Outcomes	FNP Track
1. Demonstrate leadership and <i>integrity</i> in an advanced practice role that effects and changes systems to promote patient-centered care thereby enhancing human flourishing	Demonstrate leadership and <i>integrity</i> in an advanced practice nursing role that effects and changes healthcare systems to promote patient-centered care thereby enhancing human flourishing
2. Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based practice	Appraise current interdisciplinary evidence to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of evidence-based practice.
3. Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, systems, and <i>excellence</i> in the nursing profession.	Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, health care systems, and <i>excellence</i> in the nursing profession.
4. Use informatics to analyze underlying disparities, and knowledge; formulate research questions; promote safety and quality improvement for patient care.	Use informatics to analyze underlying disparities, and knowledge; formulate research questions; ensuring safety and quality improvement in advance nursing

	practice for patient care.
5. Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention.	Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention in advanced practice.
6. Employ knowledge in health policy and financing of health care in order to promote healthcare access and availability to promote human flourishing.	Employ knowledge in health policy and financing of health care in order for the advanced practice nurse to promote healthcare access and availability to promote human flourishing.
7. Engage in <i>ethical</i> decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective care	Engage in <i>ethical</i> decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective advanced practice nursing care.
8. Value <i>cultural and ethnic diversity</i> and <i>caring</i> in order to provide <i>holistic patient-centered</i> care.	Value <i>cultural and ethnic diversity</i> and <i>caring</i> in order to provide <i>holistic patient-centered care</i> by advanced practice nurses.

Learning Outcomes: At the conclusion of this course, the learner will be able to:

1. Demonstrate a leadership role in an advanced practice role that effects and changes systems to promote patient-centered care by promoting and delivering safe medication regimens.
2. Apply current interdisciplinary evidence as an advanced practice nurse to deliver safe and effective medication regimens.
3. Arrange for interdisciplinary teamwork and collaboration in the advance practice role in order to promote and deliver safe medication regimens.
4. Use informatics to obtain and disseminate clinical findings and current medication protocols in order to comply with safe, best practice.
5. Apply advanced concepts in science and nursing knowledge to implement pharmacology principles for promotion of health and disease prevention by prescribing safe medication regimens.
6. Interpret health policy and financing in order to promote and deliver safe medication regimens.
7. Engage in ethical decision-making in order to provide patient-centered, cost effective care within pharmacology
8. Assess pharmacological effects and regimens in relation to patients’ cultural diversity to promote holistic care.

Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class presentations, seminars, written assignments, paper and pencil tests, and computer-assisted instruction.

Textbook:

Required: Edmundsz, M. W. (2013, 4th ed). *Pharmacology for the primary care provider*. St. Louis, MO: Mosby. (ISBN: 978-0-323-08790-2).

Cash JC, Glass CA, (2014, 3 rd ed.) *Family Practice Guidelines*. New York, NY: Springer. (ISBN: 978-0-8261-9782-5).

METHODS OF EVALUATION:

In order to progress in the nursing program, the learner must receive a grade of “B” (3.0 on a 4.0 scale).

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
4 Unit Exams	70% (17.5% each exam)
Final Exam	30%
TOTAL	100%

Classroom Grading Scale:

Alphabetic	Raw Score
A	93-100
B+	89-92
B	85-88
C+	81-84
C	77-80
F	76 or below

Rounding

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 75.50 is the minimum grade needed to pass this course, as this is rounded to a 76. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Scheduled Tests/Exams

Missed tests/exams will be handled at the discretion of the course coordinator. Every effort should be made to take the scheduled exam.

Test Taking Guidelines: Before each quiz/test/exam learners will:

- Place all belongings at the front of the classroom
- The proctor and one other designated learner will keep their cell phone in view in case of a Swamp Fox Alert.
- Once a quiz/test/exam is started the learner cannot leave.
- Once a learner accepts a test they cannot stop taking test and postpone taking it for any reason. If they hand in an uncompleted test the grade stands as is.

ACADEMIC INFORMATION**Classroom Attendance Policy**

The University policy regarding class attendance states, "It is the responsibility of the learner to attend all scheduled meetings in the course in which he/she is enrolled. Attendance sheets are required, and it is the

learner's responsibility to sign the attendance roster. Please refer to "Class Attendance Policy" *FMU Catalog 2012-2013*, p. 204.

Written Paper Requirements

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

E-mail

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and learners; therefore, all nursing learners are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email to all faculty and learners in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

Phone Usage and Messaging

Learners are only to call preceptor for an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with learner. Contacting faculty (other than an emergency clinical issue) must be done by email.

Social Networking Policy

Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU nursing program, faculty, other learners, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Nursing Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Guidelines for Faculty Appointments

All nursing faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

Academic Dishonesty

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Graduate Lerner Handbook (current edition)*: Academic Integrity.

Code of Ethics

the Department of Nursing subscribes to the “Code of Learner Conduct” as defined in the “Learners’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all learners and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the Department of Nursing, or the nursing profession. Please see the *Department of Nursing Learner Handbook (current edition)*: Academic Integrity and <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

South Carolina Nurse Practice Act

Learners must abide by the South Carolina Nurse Practice Act (*South Carolina Department of Labor, Licensing, and Regulation*: Board of Nursing, Title 40). <http://www.scstatehouse.gov/code/t40c033.php> or the South Carolina Board of Nursing website under policies.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

Taping Classes and Test Reviews

Learners need to ask faculty permission in order to tape any public session, class, or test review. If the faculty grants permission to tape the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review, the learner will receive a warning for unprofessional behavior.

Definition of Unprofessional Behavior

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment.

Dictates of professional behavior apply to faculty, staff, and learners in the Department of Nursing. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to Department of Nursing policies
- Inappropriate comments written in official documents that impugn faculty, staff, or learners of the Department of Nursing
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior

- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

Disciplinary Action for Unprofessional Behavior

Unprofessional or disruptive behavior demonstrated by a Department of Nursing learner towards another learner, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor. Learner violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog and Student Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the Department of Nursing and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

*All academic warnings are cumulative throughout the program.

Americans with Disabilities Act (ADA):

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (Francis Marion University Student Handbook, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

CLINICAL INFORMATION

Clinical Attendance and Punctuality

100% attendance and punctuality of all clinical experiences is expected. Exceptions, if made, will be made up at the discretion of the clinical faculty and/or the course coordinator. Faculty may request medical certification about the health status of the learner for every absence or lateness, but a medical certification does not excuse an absence. The following policies apply to clinical absences and lateness:

- When the learner cannot attend the clinical session, the learner must:
 - **Call and speak directly to the assigned clinical faculty member, one hour prior to the start of the clinical session.**
 - **If the learner is late related to an incident on the way they must call and notify the faculty member.**
- Following an absence, learners are responsible to contact the faculty member and course coordinator about make-up alternatives;
- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. The faculty member has the discretion of sending the learner home for clinical lateness.
- The learner who arrives at his/her clinical setting with symptoms of illness may be dismissed by the clinical faculty, constituting a clinical absence.
- Two clinical absences constitute a clinical failure.

Clinical warnings can be cumulative from semester to semester

Maintaining current certification is the sole responsibility of the learner.

If you have not presented a copy of your current AHA: BLS-HCP card to the Learner Services Coordinator by the required deadline, you will not be permitted to attend classes and/or clinical and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Student Services Coordinator.

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/or by email.

Lecture Guide

Topical Outline

Week/Date	Content:	Specific Lecture Topic
August 24	Welcome to Pharmacotherapy Evidence-based Medicine	Lecture 1: Introduction Lecture 2: EBM I Lecture 3: EBM II
August 31	Special Considerations	Lecture 4: Geriatric Pharmacotherapy Lecture 5: Pediatric Pharmacotherapy Lecture 6: Pharmacotherapy in Pregnancy/Lactation
September 7	Infectious Disease	Lecture 7: Antibiotics I Lecture 8: Antibiotics II Lecture 9: Antibiotics III
September 14	Pulmonology I	Lecture 10: Exam I Lecture 11: Asthma I Lecture 12: Asthma II
September 21	Pulmonology II/Cardiology I	Lecture 13: COPD Lecture 14: Hypertension I Lecture 15: Hypertension II
September 28	Cardiology II	Lecture 16: Hypertension III Lecture 17: Hypertension IV Lecture 18: Hyperlipidemia
October 5	Cardiology III	Lecture 19: Exam II Lecture 20: Heart Failure I Lecture 21: Heart Failure II
October 12	Cardiology IV Dermatology	Lecture 22: Anticoagulation I Lecture 23: Anticoagulation II Lecture 24: Dermatology Basics
October 19	Psychiatry	Lecture 25: Antidepressants Lecture 26: Antipsychotics Lecture 27: Antianxiety/Hypnotics
October 26	Endocrinology I	Lecture 28: Exam III Lecture 29: Diabetes I Lecture 30: Diabetes II: Orals
November 2	Endocrinology II Pediatrics	Lecture 31: Diabetes III: Insulin Lecture 32: ADHD Therapy (“Fidgety Phillip”)
November 9	Pain Management	Lecture 33: NSAIDs Lecture 34: Opioids
November 16	Women’s Health	Lecture 35: Exam IV Lecture 36: Oral Contraceptives Lecture 37: Menopause Hormone Therapy
November 23	Thanksgiving Break	No class
November 30	Women’s Health Review	Lecture 37: Menopause Hormone Therapy Continued Lecture 38: Final Exam Review

December 7	Final Exam	Final Exam
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Reading Guide

Reading Outline

Week/Date	Content: Based on 4 th Edition	Suggested reading for reference	Required Reading*	Guideline Text*
August 24	Welcome to Pharmacotherapy Evidence-based Medicine	Edmunds: Chapters: 3, 9-12	Med Rec Article	
August 31	Special Considerations	Edmunds Chapters: 4-6	Chapter 10	
September 7	Infectious Disease	Edmunds: Chapters 57-68	Chapter 69	
September 14	Pulmonology I	Edmunds: Chapters: 15-16	Chapter 15	Asthma, p.139 - 144
September 21	Pulmonology II/Cardiology I	Edmunds: Chapter: 17	Chapter 18	COPD, p.150-154
September 28	Cardiology II	Edmunds: Chapters: 20-22, 24	Chapter 23	HTN, p. 207-213 Lipids, p. 184-188
October 5	Cardiology III	Edmunds: Chapter: 19	Chapter 25	HF, p. 200-207
October 12	Cardiology IV Dermatology	Edmunds: Chapter: 13	Chapter 13	A.Fib, p. 188-192; DVT p. 198-200
October 19	Psychiatry	Edmunds: Chapters: 47-49	Chapter 42, 46	Depression p.680-685; Anxiety p. 675-678; Dementia p.588-590
October 26	Endocrinology I	Edmunds: Chapter 53	Chapter 52	Diabetes p. 637-644
November 2	Endocrinology II Pediatrics	Edmunds: Chapters: 41	Chapters 45	ADHD p. 678-680; GERD p. 271-274
November 9	Pain Management	Edmunds: Chapters 35-38	Chapter 40	Pain p. 35-43; Gout p. 569-70
November 16	Women's Health	Edmunds: Chapters: 54-55	Chapter 34, 39	Menopause p. 451-455; OC p. 436-437
November 23	Thanksgiving			
November 30	Women's Health Final Exam Review			
December 7	Final Exam	Edmunds: As listed	Comprehensive Final Exam	

***Required Readings and Guideline Readings will be tested during exams!**