Course Number and Title: GNUR 294 FOUNDATIONS OF PHARMACOLOGY

Number of Credits: 3 semester hours theory

Instructor: Jeanne Van Denack MSN, RN
Email: jvandenack@luc.edu
Phone: 773-508-2907

Office Hours: by appointment

Pre-Requisites:
Chemistry
Anatomy and Physiology
Biologic Basis of Health and Illness (or similar biology course that includes genetics and microbiology content)
Pathophysiology

Co-Requisites: None

Course Description:
This course introduces student nurses to pharmacology and its relationship to nursing and provides students with the foundation needed to administer medications. Students will be able to apply pharmacotherapeutics to the patient’s historical, psychological, and physical assessments throughout the lifespan. Special emphasis will focus on sources of information students can use to remain current about specific medications. Legal, ethical, safety, and cultural issues will be discussed. The effects of developmental stage and of selected disease states will be related to the pharmaceutical, pharmacokinetic, and pharmacodynamic phases of drug action. Predictable and unpredictable adverse drug events will be discussed including tissue toxicities and drug-drug, drug-food, and drug-herbal medicinal interactions. The principles of pharmacokinetics, pharmacodynamics, safe, and ethical medication administration are applied to the pharmacotherapy of common health care problems across the lifespan. Emphasis is placed on the pharmacological management of common conditions as identified by USA morbidity and mortality statistics and Healthy People 2020. Medication categories are presented and selected prototypes are discussed as representative of commonly used medications. The NANDA, NOC, and NIC standardized vocabularies are used for assessments, interventions, and expected outcomes of nursing care. The role of the nurse in patient education regarding the use of prescribed medications, over-the-counter medications, and complementary therapies is emphasized. Case studies requiring the use of critical thinking skills are designed to assist students to apply the course content to clinical practice.
Course Outcomes: Upon completion of this course the student will:

1. Identify and use reliable pharmacology resources in print and online.
2. Discuss the nurse’s responsibilities in regard to controlled substances.
3. Identify safety, ethical, legal, and cultural issues related to pharmacotherapeutics.
4. Apply knowledge of the patient’s history and physical assessment to administering medications across the lifespan.
5. Identify alterations in pharmacokinetics and pharmacodynamics that occur across the lifespan.
6. Recognize the importance of pharmacoeconomics and pharmacogenomics in health care today.
7. Discuss the mechanisms of adverse drug events.
8. Discuss the major medication categories and their role in the management of common health care problems affecting individuals across the life span based on USA morbidity and mortality statistics.
9. Discuss the pharmacokinetics, pharmacodynamics, and potential adverse effects of medications commonly used in the management of health care problems.
10. Demonstrate critical thinking in the application of concepts of pharmacology to the provision of safe and effective nursing care consistent with ethical standards.
11. Identify the educational needs of patients or caregivers related to the use of over-the-counter and prescribed medications, and complementary therapies.
12. Use the NANDA, NOC, and NIC system as a guide for assessment, interventions, and expected outcomes of nursing care.

Teaching methods:
Lecture, discussion, media presentations, case studies, quizzes, examinations, journal articles, and competencies are some of the strategies used.

Evaluation:
Grading Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>92-93</td>
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<tr>
<td>B+</td>
<td>89-91</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
</tr>
<tr>
<td>C+</td>
<td>80-83</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>75-76</td>
</tr>
<tr>
<td>D+</td>
<td>72-74</td>
</tr>
<tr>
<td>D</td>
<td>69-71</td>
</tr>
<tr>
<td>F</td>
<td>68 and below</td>
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### Course Grade Evaluation:

<table>
<thead>
<tr>
<th>Course</th>
<th>Weighted Amount of Total Grade</th>
</tr>
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<tbody>
<tr>
<td>Exam I</td>
<td>20%</td>
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<tr>
<td>Exam II</td>
<td>20%</td>
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<tr>
<td>Exam III</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Focused Review Tests</td>
<td>2%</td>
</tr>
<tr>
<td>Kaplan Integrated Testing</td>
<td>5%</td>
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<tr>
<td>Case Study Assignment</td>
<td>8%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

#### Required course materials:

ISBN-10: 0-13-281442-0  

#### Recommended Textbooks/Resources:
Nursing Drug Book as required by clinical course  

ISBN-10: 0-13-304599-4  

*MyNursingLab* -- Access Card—for *Pharmacology: Connections to Nursing Practice*

#### Texts students have recommended as helpful:
Zerwenkh, Joann, MSN, EdD, RN, Claborn, Jo Carol, MS, RN, and Gaglione, Tom, MSN, RN. Mosby's Pharmacology Memory NoteCards: *Visual, Mnemonic, and Memory Aids for Nurses* [Spiral-bound]; 2nd edition

#### Course Evaluation Expectation:
It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement.

#### Academic Integrity Statement:
Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml (Undergraduate)  
http://www.luc.edu/media/lucedu/nursing/pdfs/UndergraduateHandbook.pdf (School of Nursing Handbook)
Syllabus Addendums:

Specific Class Policies and Expectations
1. Students are expected to conduct themselves in a professional manner at all times during class. Students who do not conduct themselves in a professional manner will be asked to leave the classroom.
2. Students are expected to arrive to class on time. Lecture/instruction will begin promptly at the designated class time and faculty or guest lecturer will not repeat information already discussed for individual(s) who arrive late. Students who arrive late and are disruptive will be asked to leave the classroom.
3. Students are expected to come to class having **read and studied the assigned readings**. Students are expected to actively participate in class discussions regarding the course content.

Sakai

1. This course will use Sakai. It is the expectation of the course instructor that students are familiar with the basic operation of Sakai (i.e., how to view grades in grade book, download lectures, download handouts, etc).
2. The syllabus and all lecture content will be posted in Sakai. Lecture content will be posted in the Resources folder for that week before each class. Students should print lecture handouts and bring those to class. No handouts will be distributed during class.
3. All grades will be posted in the grade book in Sakai.

Course Assignments/Evaluation

All assignments are due at the date and time specified in the course syllabus and/or on the class schedule. Assignments submitted after the date and time specified may be subject to point deduction at the discretion of the instructor. Assignments which are not submitted by the correct route (i.e., through Sakai) as indicated in the instructions on Sakai and/or on the syllabus may be subject to point deduction at the discretion of the instructor.

Class Examinations

During exams, all books, notes, book bags, computers, etc. must be placed in the front of the room. All cell phones and other electronic devices must be turned off and placed in the front of the room. **Any student who has a cell phone or other electronic device or any information related to course content on or near them during an exam will be escorted from the room and will receive a grade of zero for that exam. Eating is not allowed during exams. Exams and answer sheets must be returned before leaving the classroom.**

Professional Conduct:
Student behavior in the classroom should be such that it helps to maintain an environment conducive to learning without distractions. Examples of disruptive behaviors include, but are not limited to, the following.

- Entering a class late or leaving early
- Making distracting noises
- Talking with another student during class that is not part of a class discussion
- Any type of rudeness including verbal and written rudeness
- Sleeping during class
Please refer to the latest policy on academic integrity and professional conduct as stated in the Undergraduate Nursing Student Handbook for additional information.

**Kaplan Focused Reviews:**
On the student’s Kaplan site there are 3 Pharmacology Focused Review tests. The student is required to take all three of these Focused Review tests and achieve a 75% raw percentage score (total number right divided by total number of questions). Students may take these Focused Reviews as often as they would like, the highest score achieved by April 28, 2014 will be recorded as 2% of the theory grade.

**Kaplan Standardized Integrated Testing:**
The Kaplan and Lippincott Williams & Wilkins Integrated Testing Program and Focused Reviews Program are comprised of a series of online tests and remediation resources designed to evaluate and assist in the further development of the nursing knowledge of students in an undergraduate nursing program with the goal of achieving success on the RN NCLEX leading to RN licensure. These tests are designed to test basic nursing content as well as students’ critical thinking skills.
The Focused Review Tests are presented in the NCLEX-RN® user interface format: multiple-choice questions with four possible answer choices, radio button selection, and a pop-up calculator. The Focused Review Tests are practice tests of basic nursing content. They may be paused, resumed, and taken multiple times. Traditional explanations are provided for all Focused Review Tests, as are remediation explanations. The explanations discuss why the correct answer is correct and why the distracters are incorrect.

**Note:** Percentile rank is a more accurate indicator of performance than the raw percentage to determine students’ success on individual tests. It takes into account the difficulty level of an individual test.

**Integrated Testing Scoring:**
Integrated Testing scores and remediation resources total possible points = 10
Test scores: 0 to 5 points

<table>
<thead>
<tr>
<th>Percentile:</th>
<th>Points:</th>
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<tbody>
<tr>
<td>60th percentile and higher score</td>
<td>5</td>
</tr>
<tr>
<td>50th to 59th percentile score</td>
<td>3</td>
</tr>
<tr>
<td>40th to 49th percentile score</td>
<td>1</td>
</tr>
<tr>
<td>Below 40th percentile score</td>
<td>0</td>
</tr>
</tbody>
</table>
**Use of remediation explanations for specialty tests: 0 to 5 points**

<table>
<thead>
<tr>
<th>Remediation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access all explanations for minimum of 40 sec each</td>
<td>5</td>
</tr>
<tr>
<td>Access explanations for questions missed for minimum of 40 sec each</td>
<td>3</td>
</tr>
<tr>
<td>Access explanation for half the questions for minimum of 40 sec each</td>
<td>1</td>
</tr>
</tbody>
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**Idea Course Feedback:**

The Individual Development and Educational Assessment (IDEA) course feedback system provides important information related to course goals and the measurement of learning. A key part of the IDEA system is students offering their rating on the progress they made on learning objectives, using a scale that ranges from “no apparent progress” to “exceptional progress.” These responses are anonymous. This information can then be utilized by faculty to make appropriate changes to the course. The IDEA system will be open for student input during the last two weeks of the class so that you can accurately gauge the progress you have made on the key learning objectives of this course. You are encouraged to take the time to provide this valuable feedback.

**NOTE:** ****SYLLABUS AS WRITTEN IS SUBJECT TO CHANGE****