UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Spring 2020

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: 35B9

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(352) 273-6366

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Joanne Laframboise-Otto, PhD, RN

Clinical Assistant Professor

Section: 35B7

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

Clinical Assistant Professor/ Course Lead

Section: 35B8

Office: HPNP 4219

(352) 273-6512

Office hours: Thursdays 9am-1pm 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 Otto Tuesday 8am-11am G103

35B8 Vendt Thursday 1pm-4pm G103

35B9 Dillard Wednesday 1pm-4pm 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
* Interactive Learning Platforms

LEARNING ACTIVITIES

* Pre-class activities - Canvas Learning Bursts
* Reading assignments
* CLIC Math Dosage Calc 360
* MyLab for Pharmacology assignments (Pearson electronic resources)
* Discussion Forums
* Individual and Team projects

EVALUATION METHODS/COURSE GRADE CALCULATION

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| --- | --- |
| Exam 1 | 17.5% |
| Exam 2 | 17.5% |
| Exam 3 | 17.5% |
| Final Exam | 17.5% |
| Class Participation | 7.5% |
| CLIC Math | 7.5% |
| MyLab assignments/ Case Studies | 10% |
| Class Project | 5% |
| Total | 100% |

EXAM AVERAGE

Students must have an average exam score greater or equal to 74% on 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. Students will receive a zero on a late assignment. Accommodations will only be provided for excused absences.

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>

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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://students.nursing.ufl.edu/currently-enrolled/course-syllabi/course-policies>)

Attendance

UF Grading Policy

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

REQUIRED TEXTBOOKS

Adams, M., Holland, N. & Urban, C. (2020). *Pharmacology for nurses: A pathophysiological approach (6th Ed.).* Pearson.

Ackley, B., Ladwig, G. & Makic, M. (2019). *Nursing diagnosis handbook. An evidence-based guide to planning care (12th Ed.).* Elsevier.

Heuther, S., McCance, K., Brashers, V. & Rote, N. (2017). *Understanding pathophysiology (6th Ed.).* Elsevier.

Martinez de Castillo, S. & Werner-McCullough, M. (2019). *Dosage Calculations 360* (e-text resource). FA Davis.

*My Lab for Pharmacology for nurses*. Access code card. (e-resource to support textbook). Pearson.

CLASS SCHEDULE

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| **Dates** | **Module** | **Topic** | **Course Objective**  **(Program Outcome)** |
| Jan 07-09 | **Module 1** | Introduction/ Recap of NUR3196 | 1, 2, 3, 4, 5, 6, 7  (1, 4, 8, 11) |
| Jan 14-16 | **Module 2** | Disorders and Conditions of the Female Reproductive System  Disorders and Conditions of the Male Reproductive System | 1, 2, 3, 4, 5, 6, 7  (1, 3, 4, 8) |
| January 20th --Holiday: Martin Luther King Jr Day | | | |
| Jan 21-23 | **Module 3** | Local and General Anesthesia  Substance Abuse | 1, 2, 3, 4, 5, 6  (1, 3, 4) |
| Jan 28-30 | **Module 4** | Peptic Ulcer Disease  Bowel Disorders and Other Gastrointestinal Conditions | 1, 2, 3, 4, 5, 6, 7  (1, 3, 4, 8) |
| January 31, 2020: Exam 1 on Modules 1-3 | | | |
| Feb 4-6 | **Module 5** | Anxiety and Insomnia  Seizures | 1, 2, 3, 4, 5, 6, 7  (1, 2, 3, 4, 8, 11) |
| Feb 5th |  | Dorothy Smith Leadership Conference |  |
| Feb 11-13 | **Module 6** | Emotional, Mood, and Behavioral Disorders  Psychoses | 1, 2, 3, 4, 5, 6, 7  (1, 2, 3, 4) |
| Feb 18-20 | **Module 7** | Pituitary, Thyroid, and Adrenal Disorders | 1, 2, 3, 4, 5, 6, 7  (1, 2, 3,4) |
| February 21, 2020: Exam 2 on Modules 4-6 | | | |
| Feb 25-27 | **Module 8** | Angina Pectoris And Myocardial Infarction | 1, 2, 3, 4, 5, 6, 7  (1, 2, 3, 4) |
| Spring Break March 1-7 | | | |
| March 10-12 | **Module 9** | Heart Failure  Dysrhythmias | 1, 2, 3, 4, 5, 6, 7  (1, 2, 4, 8, 11) |
| March 17-19 | **Module 10** | Emergency Preparedness and Poisonings  Shock | 1, 2, 3, 4, 5, 6, 7  (1, 3, 4) |
| March 20, 2020: Exam 3 on Modules 7-9 | | | |
| March 24-26 | **Module 11** | Neoplasia | 1, 2, 3, 4, 5, 6, 7  (1, 3, 4, 8) |
| March 31-April 2 | **Module 12** | Bone And Joint Disorders  Skin Disorders  Eye And Ear Disorders | 1, 2, 3, 4, 5, 6, 7  (1, 2, 4, 8, 11) |
| April 7-9 | **Module 13** | Degenerative Diseases of the Nervous System  Neuromuscular Disorders | 1, 2, 3, 4, 5, 6, 7  (1, 3, 4) |
| April 14-16 | **Module 14** | Class Presentations | 1, 2, 3, 4, 5, 6, 7  (1, 3, 4, 8) |
| April 23 and 24 | Reading Days | | |
|  | Final Exam: Comprehensive | | |

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 |