UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SPRING/2022

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

|  |  |
| --- | --- |
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\*Faculty are generally available to meet with students (in the office or virtually) as listed above. Due to professional travel and other unavoidable obligations, faculty may not be present every week without notice. It advisable that students confirm availability or make an appointment in advance.

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

Faculty Section Day Time Room

Aull 35B9 Wednesday 1:55pm-4:55pm G114

Dillard 35B8 Friday 7:25am-10:25am G114

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. Course websites are generally made available on the Friday before the first day of classes.

Content, dates, and mode of delivery are subject to change to facilitate learning.

TEACHING METHODS

* Content review via Canvas videos
* Collaborative Classroom/Breakout Room Activities
* Simulated Clinical Practice
* Interactive Learning Platform

LEARNING ACTIVITIES

* Pre-class activities - Canvas Learning Bursts
* Reading assignments
* CLIC Math Dosage Calc 360
* Discussion Forums
* Individual and collaborative assignments and projects

EVALUATION METHODS/COURSE GRADE CALCULATION

|  |  |
| --- | --- |
| Exam 1 | 17.5% |
| Exam 2 | 17.5% |
| Exam 3 | 17.5% |
| Final Exam | 17.5% |
| Partners in Patho assessments | 7.5% |
| Class Participation /Tophat | 7.5% |
| Pharmstagram | 5% |
| CLIC Math | 10% |
| Total | 100% |

An online proctoring service will be used allowing testing offsite. Students are required to have a working webcam, and a stable Internet connection using Google Chrome. On the day of testing you will be instructed to download a testing extension via email. An authentication process will include a picture of yourself, UF ID, and scanning the room. All testing is based on honor code, students found breaching the honor code will be dismissed from the UF College of Nursing and possibly the University of Florida.

*Course Average*

Students must have an average exam score of at least 74% after taking all scheduled course exams, including the HESI exam, if applicable, in order to pass the course. Students must achieve an average of 74% on exams (cumulatively) before the remaining assignment percentages are calculated into the final course grade.

Progression in the College of Nursing baccalaureate program requires that students maintain a “C” or above for all required nursing courses.

<https://con-main.sites.medinfo.ufl.edu/files/2011/05/S2.03-Academic-Progression-for-Baccalaureate-Degree-Students.pdf>

CLASS ATTENDANCE AND MAKE UP 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 may 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>.

LATE ASSIGNMENTS

No late assignments will be accepted. 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.

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, <https://disability.ufl.edu/> ) 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.

***As students in the health professions at UF Health, you are expected to promote safety and a culture of care and concern for each other and for patients. Across our academic health center’s missions of research, teaching and patient care, nursing students must lead by example and take individual responsibility for modeling healthy habits and behaviors to minimize the spread of COVID-19. Failure to comply with the established public health measures, both on and off campus, is considered a serious breach of professional conduct.***

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/policies/student-honor-code-student-conduct-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/>)

PRIVACY POLICIES/ ELECTRONIC RESOURCES

Below are links to the privacy policies associated with the corporate electronic resources used in our course.

Elsevier <https://www.elsevier.com/legal/privacy-policy>

Top Hat <https://tophat.com/company/legal/privacy-policy/>

Honorlock <https://honorlock.com/student-privacy-statement/>

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. (2020). *Understanding pathophysiology (7th Ed.).* Elsevier.

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

TopHat Access will be required for classroom activities.

WEEKLY CLASS SCHEDULE

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| **Date** | **Week** | **Module** | **Topic** | **Course Objectives**  **(Program Objectives)** |
| 1/5 &  1/7 | 1 | 1 | Class Introduction  Review of NUR 3196  (Unlock the Path to Pharm) | 1,2,3,4,5,6,7  (1,4,8,11) |
| 1/12  &  1/14 | 2 | 2 | Local and General Anesthesia  Substance Abuse  DC 360- Introduction Comprehensive Assessment | 1,2,3,4,5,6,7  (1,2,4,8,11) |
| 1/17 | \* | \* | Martin Luther King, Jr. Day—Holiday (No Classes) |  |
| 1/19 &  1/21 | 3 | 3 | Pituitary/Thyroid/Adrenal Disorders  DC360- Calculating Parental Medication Dosages | 1,2,3,4,5,6,7  (1,3,4,8) |
| 1/26 &  1/28 | 4 | \* | Exam 1 Modules 1,2,3 |  |
| 2/2 &  2/4 | 5 | 4 | Seizures  Neoplasia  DC 360- Preparing Powdered Parenteral Medications | 1,2,3,4,5,6,7  (1,3,4) |
| 2/9 | \* | \* | UF Gratitude Day—Holiday (No Classes) |  |
| 2/9 &  2/11 | 6 | 5 | \*\*Asynchronous\*\*  Bone and Joint Disorders  Neuromuscular and Neurodegenerative Disorders  DC 360- Calculating for IV Medications and Infusions | 1,2,3,4,5,6,7  (1,3,4) |
| 2/16 &  2/18 | 7 | 6 | \*\*Asynchronous\*\*  Peptic Ulcer Disease  Bowel Disorders and Gastrointestinal Conditions  DC 360- Administering Direct IV Medications | 1,2,3,4,5,6,7  (1,2,3,4) |
| 2/23 &  2/25 | 8 | \* | Exam 2 Modules 4, 5, 6 |  |
| 3/2 & 3/4 | 9 | 7 | Heart Failure  Dysrhythmias  DC 360- Verifying Safe Dose | 1,2,3,4,5,6,7  (1,2,3,4) |
| 3/7-3/11 | 10 | \* | Spring Break—Enjoy your time off !! |  |
| 3/16 &  3/18 | 11 | 8 | Angina Pectoris and Myocardial Infarction  DC 360- Titration of Intravenous Medications | 1,2,3,4,5,6,7  (1,2,3,4) |
| 3/23 &  3/25 | 12 | 9 | Emergency Preparedness  Shock  Eye & Ear Disorders  DC 360- Calculating for Special Populations | 1,2,3,4,5,6,7  (1,2,4,8,11) |
| 3/30  &  4/1 | 13 | 10 | Exam 3 Modules 7, 8, 9  \*\*Asynchronous \*\*  Emotional, Mood, and Behavioral Disorders  Psychoses | 1,2,3,4,5,6,7  (1,3,4) |
| 4/6 &  4/8 | 14 | 11 | Anxiety  Insomnia  Skin Disorders  DC 360- Comprehensive Assessment #1 | 1,2,3,4,5,6,7  (1,3,4) |
| 4/13 &  4/15 | 15 | 12 | Disorders and Conditions of the Female and Male Reproductive System  DC 360- Comprehensive Assessment #2 | 1,2,3,4,5,6,7  (1,3,4,8) |
| 4/21 &  4/2 | 16 | \* | Reading Days 4/21 & 4/22 |  |
| 4/27 | 17 | \* | 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 |