<table>
<thead>
<tr>
<th><strong>Course Title:</strong></th>
<th>NSG 236 Pharmacotherapeutics II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credits:</strong></td>
<td>1 Credits</td>
</tr>
<tr>
<td><strong>Course Description:</strong></td>
<td>This course is designed to assist students to understand the multidisciplinary science of pharmacology based on human systems. Content includes drug classification, indications, adverse effects and contraindications, age-related variables, dosages, and nursing implications. Using critical thinking skills related to drug therapy, clinical decision making is developed.</td>
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<tr>
<td><strong>Pre-Requisite Courses:</strong></td>
<td>N210, N211, NSG 215</td>
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<td><strong>Co-Requisite Courses:</strong></td>
<td>N213, NSG 235, N342</td>
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<tr>
<td><strong>Placement:</strong></td>
<td>Fifth Semester, Junior Year.</td>
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<td><strong>Faculty:</strong></td>
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<td><strong>Class:</strong></td>
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<tr>
<td><strong>Recommended Textbooks/Materials:</strong></td>
<td>N/A</td>
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Course Outcomes:

1. Identify the prototype and describe the action, use, adverse effects, contraindications, and nursing implications for medications used in the management of fluid and electrolyte imbalances.
2. Identify the prototype and describe the action, use, adverse effects, contraindications, and nursing implications for medications used in the management of respiratory disorders.
3. Identify the prototype and describe the action, use, adverse effects, contraindications, and nursing implications for medications used in the management of cardiovascular disorders.
4. Identify the prototype and describe the action, use, adverse effects, contraindications, and nursing implications for medications used in the management of genitourinary disorders.
5. Identify the prototype and describe the action, use, adverse effects, contraindications, and nursing implications for medications used in the management of diabetes mellitus.

Teaching Strategies:

The following teaching strategies may be utilized:

1. Lecture
2. Power Point
3. Case Studies
4. ATI

Description:

**University Mission:**
To continue the Wilkes tradition of liberally educating our students for lifelong learning and success in a constantly evolving and multicultural world through a commitment to individualized attention, exceptional teaching, scholarship and academic excellence, while continuing the University’s commitment to community engagement.

**Passan School of Nursing Mission:**
The mission of the Passan School of Nursing is to promote interprofessional practitioners of nursing, who provide quality health care in a constantly evolving multicultural world, engage in lifelong learning, and expand nursing science through scholarship, technology, and academic excellence, while engaging in community service.

Requirements and Evaluation Components:

Assessment of the student’s progress is an ongoing process involving the student and instructor. The final grade is the composite of the theoretical.
The stated course outcomes serve as the basis of evaluation. Course evaluation tools vary and may include unit quizzes, unit exams, a final exam, term project, and written assignments.

Tests will be objective and/or subjective. Tests will include materials from lectures, readings, and CNSC assignments (Specific to Physical Assessment). If a discrepancy exists among resources, the required textbook is considered the final authority on the subject.

Unannounced quizzes and assignments may be given at any time and additional readings may be assigned.

All unit and final exams must be taken on the scheduled dates. Test dates are subject to change with adequate notification by faculty. If a student is unable to be present for an exam, the student must contact the instructor prior to the exam for permission to miss the exam. If this is not done, a makeup examination will not be given and the test score will result in a “0”.

**Equivalence of grades:**
The theory grade is determined by the following:

- 4.0 = 92 – 100%
- 3.5 = 88 – 91%
- 3.0 = 84 – 87%
- 2.5 = 79 – 83%
- 2.0 = 75 – 78%
- 1.5 = 70 – 74%
- 1.0 = 65 – 69%
- 0.0 = less than 65%

**PROGRESSION POLICY**
In order to progress into clinical nursing courses, students must:

- Complete the ATI/TEAS test exam
  - Wilkes University’s Passan School of Nursing requires that the student score 58.7 or higher, including the Accelerated Baccalaureate students.
- Earn a 2.5 or better in all prerequisite nursing courses:
  - BIO 113 (Microbiology); BIO 115, and 116 (Anatomy and Physiology I and II); CHM 111 (Fundamentals of Chemistry); and ENG 101 (Composition).
- Maintain an overall Grade Point Average (GPA) of 2.5 or greater.

In order to progress THROUGH the nursing curriculum, all nursing majors must:
- Earn a 2.5 or better in all nursing courses.
- Earn a 2.5 or better in all required science courses.
- Meet expected outcomes in all nursing courses.
  - A nursing student who earns less than a 2.5 in a nursing course may repeat that course once.
    - A nursing student who earns less than a 2.5 in a second nursing course is ineligible to continue in the nursing program.
- Maintain an overall Grade Point Average (GPA) of 2.5 or greater.

The theory grade will be determined as follows:

Midterm Examination………………….40%
Final Examination…………………….40%
Quizzes……………………………..20%

**Course Policies:**

The link for the Passan School of Nursing Handbook is:

All students are required to read and submit an attestation document at the beginning of each academic year. Students must adhere to all policies in the Passan School of Nursing Handbook.

**Professionalism:**
Please see policy in the Passan School of Nursing Student Handbook.

**Attendance:**
The faculty and staff of the Passan School of Nursing understand that the student is an adult learner. Attendance is required at all classes.

**Dress Policy:**
Please see policy in the Passan School of Nursing Student Handbook.
**Academic Honesty:**
At Wilkes the faculty and the entire University community share a deep commitment to academic honesty and integrity. The following are considered to be serious violations and will not be tolerated:

1. Plagiarism: the use of another’s ideas, programs, or words without proper acknowledgement.
2. Collusion: improper collaboration with another in preparing assignments, computer programs, or in taking examinations.
3. Cheating: giving improper aid to another, or receiving such aid from another, or from some other source.

Any student who violates the Intellectual Responsibility and Plagiarism Policy will fail the course.

**Communication Policy:**
Please see policy in the Passan School of Nursing Student Handbook.

**Taping:**
The School of Nursing adheres to all university policies on academics published in the Wilkes University Student Handbook. In addition, the student is advised to read and comply with the policies of the School of Nursing published in the Nursing Student Handbook as noted online. Students are not permitted to tape lectures without specific permission from the instructor.

**Completion of Required Clinical Nursing Simulation (CNSC) Requirements:**
Please see policy in the Passan School of Nursing Student Handbook.

**Examination Policy & Procedure:**
Please see policy in the Passan School of Nursing Student Handbook.

**Medication Proficiency Policy:**
Please see policy in the Passan School of Nursing Student Handbook.

**Assignment Due Dates:**
Please see policy in the Passan School of Nursing Student Handbook.
**Academic Support:**
If a student earns a grade of less than 79% on any exam, the student is expected to meet with the course instructor. The student may also be asked to meet with the Retention and Remediation Coordinator. At the time of midterm, the student is strongly advised to discuss their academic concerns, if any, with their nursing advisor, course instructor, and Retention & Remediation Coordinator. The student may be referred to University College, located in Conyngham Hall, for academic support services (i.e. peer tutoring, test taking support, time management, note taking, and study skills).

**Clinical Requirements and Evaluations of Components:**
Attendance at all clinical experiences is required. Refer to School of Nursing Student handbook Guidelines Governing Attendance at the Clinical Experience.

All written assignments must be satisfactorily completed in order to pass the clinical component of the course. Students who do not satisfactorily complete assignments at the appropriate time will jeopardize their satisfactory completion of the clinical component of the course.

**Clinical Skill Checklist:**
Each student will receive his/her clinical skills checklist during the first day of class for all incoming students. The nursing student is responsible for bringing the checklist to each clinical experience throughout the nursing program. The clinical instructor will be responsible for initialing and dating the skills when first accomplished and at the point of proficiency. The clinical instructor and student will review the form for completeness and accuracy at the time of each clinical evaluation. The student is responsible for maintaining the hard copy of the clinical skills checklist throughout the program. A scanned copy will be submitted to an electronic drop box at the completion of the clinical rotation.

**Student Community Service Requirement:**
Please see policy in the Passan School of Nursing Student Handbook.

**Policy on Integrated Testing Program:**
All students are required to complete the Integrated Testing Program administered by the School of Nursing.
Please see policy in the Passan School of Nursing Student Handbook.

**Course Examinations:**
Please see policy in the Passan School of Nursing Student Handbook.
Advisement: Every nursing major is assigned a faculty advisor within the Passan School of Nursing. Students must check the roster as posted in the Passan School of Nursing.

Please see policy in the Passan School of Nursing Student Handbook.
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<tr>
<th>SESSION</th>
<th>STUDENT LEARNING OUTCOMES</th>
<th>CONTENT</th>
<th>EDUCATIONAL ACTIVITIES</th>
<th>Objective</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>The student will be able to:</td>
<td>Types of solutions Electrolyte replacements</td>
<td>Slide presentation Discussion Handouts</td>
<td>1</td>
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<tr>
<td></td>
<td>- Identify the prototype and describe the action, use, adverse effects, contraindications, and nursing implications for fluid and electrolyte therapies.</td>
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<tr>
<td>Module 2</td>
<td>The student will be able to:</td>
<td>Antihistamines Decongestants Antitussives Expectorants, Mucolytics Bronchodilators</td>
<td>Slide presentation Discussion Frandsen, &amp; Pennington, Chapter 29, 30, 31 Case Study Quiz</td>
<td>2</td>
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<tr>
<td></td>
<td>- Describe the action, use, contraindications, adverse effects and nursing implications associated with nasal decongestants, antitussives, mucolytics and expectorants.</td>
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<td></td>
<td>- Compare and contrast the action, use, contraindications, adverse effects and nursing implications associated with first-generation and second-generation H1 receptor antagonist drugs.</td>
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<td>- Describe the action, use, contraindications, adverse effects and nursing implications associated with drugs used to treat asthma and bronchoconstriction.</td>
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<td></td>
<td>- Identify the major teaching points, related to the safe and effective administration of over-the-counter</td>
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<tr>
<td>SESSION</td>
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<td>and prescription respiratory drugs, that should be included in the patient teaching plan.</td>
<td>Drug Therapy for Heart Failure</td>
<td>Slide presentation discussion Frandsen, &amp; Pennington, Chapters 8,24,25,26,28</td>
<td>3</td>
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<tr>
<td>Module 3</td>
<td>The student will be able to:</td>
<td>Drug Therapy for Hypertension</td>
<td>Case Study quiz</td>
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<td></td>
<td>- Identify the prototype and describe the action, use, adverse effects, contraindications, and nursing implications for the inotrope (cardiac glycoside) drug class.</td>
<td>• Angiotensin-Converted Enzyme (ACE) Inhibitors</td>
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<td></td>
<td>- Explain therapeutic levels of digoxin and potential causes of digoxin toxicity.</td>
<td>• Angiotensin II Receptor Blockers (ARBs)</td>
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<td></td>
<td>- Identify the prototype and describe the action, use, adverse effects, contraindications, and nursing implications for drugs used in the management of hypertension.</td>
<td>• Calcium Channel Blockers</td>
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<td></td>
<td>- Identify the prototype and describe the action, use, adverse effects, contraindications, and nursing implications for drugs used in the treatment of angina.</td>
<td>• Beta-adrenergic blockers</td>
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<td></td>
<td>- Identify the prototype and describe the action, use ,adverse effects, contraindications, and nursing implications for drugs used in the treatment of cardiac dysrhythmias.</td>
<td>• Antiadrenergic drugs</td>
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<td>• Direct Acting Vasodilators</td>
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<td>Drug Therapy for Angina</td>
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<td>Drug Therapy for Dysrhythmias</td>
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<td></td>
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<td>• Class IA Sodium Channel Blocker</td>
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<td>• Class IB Sodium Channel Blocker</td>
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<td>• Class IC Sodium Channel Blocker</td>
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<td></td>
<td>• Class II Beta-Adrenergic Blockers of which propranolol is the prototype</td>
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<td></td>
<td>• Class III Potassium Channel Blockers</td>
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<td>CONTENT</td>
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</tbody>
</table>
| Module 4 | The student will be able to: | - Class IV Calcium Channel Blockers  
- Miscellaneous | Slide presentation discussion  
Frandsen, & Pennington, Chapters 7 & 9  
Case Study  
*Exam 1* | 3 |

- Discuss the possible consequences of blood clotting disorders.
- For each of the classifications of drugs listed in the topical outline, identify the prototype and representative drugs and explain the mechanisms(s) of drug action, the indications, contraindications, and adverse effects.
- Describe the nursing implications associated with the administration of each of the classifications of coagulation modifying drugs.
- Explain how laboratory monitoring of coagulation parameters is utilized in the management of anticoagulant therapy.
- Identify the adverse effects associated with the use of anticoagulation therapy and the medical/nursing management for the patient experiencing these effects.
<table>
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<tr>
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<tr>
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<td>educational needs related to the use of anticoagulant drugs.</td>
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<tr>
<td>Module 5</td>
<td>The student will be able to:</td>
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<td></td>
<td>• Compare and contrast the indications and action of proton pump inhibitor (PPI) and Histamine antagonist (H2 blocker) drugs.</td>
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<td>• Discuss the mechanism of action, indications, administration, contraindications and adverse effects of drugs used to manage diarrhea and constipation.</td>
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<td>• Discuss the mechanism of action, indications, administration, contraindications and adverse effects of drugs used to manage nausea and vomiting.</td>
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<td>• Compare and contrast the different classes of diuretics in regard to site and mechanism of action, indications, effects, adverse effects, toxicity and contraindications.</td>
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<td>• Describe the mechanism of action, indications, administration, contraindications and adverse effects of drugs used to manage urinary tract infection, benign</td>
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</tbody>
</table>

- **Drugs Affecting GI Acid Secretion**
- **Drugs Affecting GI Motility, Nausea & Vomiting**
- **Diuretics**
- **Drugs Affecting the Urinary Tract and Bladder**

- Slide presentation discussion
- Frandsen, & Pennington, Chapter 32, 35, 36, 36, 38
- Chapter 14 pp 264-267
- Case Study
- Exam 2
### Session 9

**Student Learning Outcomes**

The student will be able to:

- Describe the action, use, contraindications, adverse effects and nursing implications associated with the administration of oral antidiabetic drugs.
- Describe the action, use, contraindications, adverse effects and nursing implications associated with various types of insulin and insulin analogs.
- Identify the major teaching points, related to the safe and effective administration of endocrine drugs, that should be included in the patient teaching plan.

**Content**

Drugs to Control Blood Glucose Levels:
- Sulfonylureas
- Alpha-glucosidase inhibitors
- Biguanides
- Thiazolidinediones
- Meglitinides
- Dipeptidyl peptidase-4 (DPP-4) inhibitors
- Amylin analogs
- Incretin mimetics

**Educational Activities**

- Slide presentation
- Discussion
- Frandsen, & Pennington, S.
- Case Study
- Exam 3

**Objective**

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