



CLARENDON COLLEGE
PROFESIONAL NURSING PROGRAM
RNSG 1301 - Pharmacology

Division of Workforce:

Course: RNSG 1301 - Pharmacology

Credit Hours: 3 Hours

Semester: Summer 2025

Classroom Location:

Pampa - Center: 1601 W. Kentucky, Pampa, 79065 - Room 101

Phone: (806) 665-8801 Pampa

Childress Campus: 1902 Ave G NW, Childress, TX 79201 - Mesquite Room

Phone: (940) 937-2201 Childress

Instructors:

Pampa Campus: Joanne Genn, MSN, RN

Office Location: Auvenshine Bldg. 1601 W. Kentucky Ave., Pampa, TX 79065

Phone: (806) 665-8801 ext. 407

Email: joanne.genn@clarendoncollege.edu

Childress Campus: Dr. Mike Schlegel, DNP, RN, MBA, CNE

Office Location: virtual office in Microsoft Teams

Phone: (216) 282-6502

Email: michael.schlegel@clarendoncollege.edu

Office Hours: As posted or by appointment.

Course Description:

Examination of selected principles related to the continued development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team and member of the profession. Application of advanced concepts and skills for the development of the professional nurse's roles with adult patients and families involving multiple body systems. Emphasis on advanced knowledge, judgment, skills, and professional values within a legal/ethical framework. Overview of the delivery of nursing care in a variety of community-based settings; application of systematic problem-solving processes and critical thinking skills, focusing on the examination of concepts and theories relevant to community-based nursing.

Statement of Purpose:

RNSG 1301 - Pharmacology partially satisfies the requirement for the Associate Degree Program at Clarendon College.

Prerequisites: Admission to the Professional Nursing Bridge Program

Co-Requisite(s): RNSG 1327 Transition to Professional Nursing, RNSG1300 Health Assessment Across the Life Span, & 1163 Clinical – (Registered Nursing).

Audio/Video/Photography/Distribution of Course Materials:

All course materials are only for the use of students enrolled in this course for purposes associated with this course. Audio/Video recording or photography of courses in session is strictly prohibited by students unless previous permission has been granted by the faculty. Duplication and/or distribution of any classroom materials via print, email, or other electronic means to individuals who are not currently enrolled in this course are prohibited.

Electronic Communication:

Clarendon College Allied Health Department faculty and staff will send official correspondence to a student via Microsoft TEAMS or e-mail using the student's email address as assigned by Clarendon College. Faculty, students, and staff are expected to use their Clarendon College Microsoft TEAMS or bulldog email address for all official communication.

Syllabus Disclaimer:

Although every effort will be made NOT to change schedules, unforeseen events may cause changes to the scheduling of campus classes/labs/activities, exams, etc. Class topic and exam schedule may change with notice. Faculty reserve the right to make any changes deemed necessary to best fulfill the course objectives. Students registered for this course will be made aware of any changes in a timely fashion using reasonable means of communication. It is the responsibility of each student to know what changes if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

***Syllabi/Schedules subject to change.**

End-of-Course Outcomes: (WECM)

Differentiate between roles of the professional nurse as provider in patient-centered care, patient safety advocate, member of the health care team and member of the profession and other licensed health care provider in a variety of health care settings; utilize critical thinking skills and a systematic problem-solving process in planning comprehensive care for diverse patients and their families; demonstrate skills for basic professional nursing care.

Course Outcomes: (DEC)

The DEC competencies are fully integrated throughout the curriculum for the ADN student. The DEC relates to the entry level skills each student will acquire as they relate to the working world and the competencies required by the Texas Board of Nursing.

Learning Outcomes: (DEC)

I. Member of the Profession:

- A. Function within the nurse's legal scope of practice and in accordance with regulation and the policies and procedures of the employing health care institution or practice setting.
- B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
- C. Participate in activities that promote the development and practice of professional nursing.

- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

II. Provider of Patient-Centered Care:

- A. Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidenced-based practice outcomes as a basis for decision-making in nursing practice.
- B. Determine the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and the interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.
- C. Analyze comprehensive assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.
- D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.
- E. Implement the plan of care for patients and their families with legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
- F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.
- G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
- H. Coordinate human, information, and physical resources in providing care for patients and their families.

III. Patient Safety Advocate:

- A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- B. Implement measures to promote quality and a safe environment for patients, self, and others.
- C. Formulate goals and outcomes using evidence-based data to reduce patient risks.
- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
- F. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

IV. Member of the Health Care Team:

- A. Coordinate, collaborate, and communicate in a timely manner with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.
- B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.

- C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.
- D. Communicate and manage information using technology to support decision-making to improve patient care.
- E. Assign and/or delegate nursing activities to other members of the health care team based upon an analysis of patient or work place need.
- F. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.
- G. Participate with health care teams during local or global health emergencies or pandemics to promote health and safety, and prevent disease.



Reference

Texas Board of Nursing, (2021, January). *Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors*. Retrieved from https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf

Program: Professional Nursing Education				Credential: AAS	
Competencies				Course ID	Course Title
1	2	3	4		
A –Knowledge: 1abc, 2, 3, & 4	A –Knowledge: 1ab, 2abc, 3, & 4	A –Knowledge: 1, 2, 3, 4, 5, & 6	B –Knowledge: 1ab, 2ab, 3ab, & 4	RNSG 1301	Pharmacology

B –Knowledge: 1abcde, 2ab, 3, 4, 5, 6ab,7abc, & 8 C –Knowledge: 1, 2, 3, 4, & 5abc	B –Knowledge: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, & 12 C –Knowledge: 1ab, 2ab, 3, 4ab, 5, 6, 7, & 8 D –Knowledge: 1abcde, 2, 3ab, 4abc, & 5ab E –Knowledge: 1ab, 2, 3ab, 4ab, 5, 6ab, 7, 8, 9, 10, 11abc, 12, & 13 F –Knowledge: 1, 2, & 3 G –Knowledge: 1ab, 2ab, & 3ab H –Knowledge: 1, 2, 3abc, 4ab, 5, 6, & 7	B –Knowledge: 1ab, 2, 3abc, 4, & 5 E –Knowledge: 1abc & 2	D –Knowledge: 1ab, 2, & 3		
Competency References					
			4 – Member of the Health Care Team		
		3 – Patient Safety Advocate			
	2 – Provider of Patient-Centered Care				
1 – Member of the Profession					

SCANS COMPETENCIES:

The individual SCANS Foundation Skills and competencies have been identified and are located on file in the nursing office. Demonstration of SCANS is documented by the student’s ability to provide evidence that the skill has been mastered.

Texas Higher Education Coordinating Board: (THECB):

Clarendon College endeavors to meet the Core Objectives proposed by the Texas Higher Education Coordinating Board (THECB). The THECB has determined the following categories as necessary achievements of core curriculum in higher education:

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical and Quantitative Skills** – including application of scientific and mathematical concepts.

- **Teamwork** – including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making.
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Instructional Materials:

Textbook:

McCuistion, L. E., DiMaggio, K. V., Winton, M. B., & Yeager, J. J. (2025). *Pharmacology A Patient-Centered Nursing Process Approach* (12th ed.). Elsevier. ISBN: 978-0-443-11525-7

Additional Required Text:

Collins, S. (2025). *Intravenous medications a handbook for nurses and health professionals* (41st ed.). Elsevier. ISBN: 978-0-443-12109-8

Skidmore-Roth, L. (2025). *Mosby's 2025 nursing drug reference* (38th ed.). Elsevier. ISBN: 978-0-443-12212-5

Mosby's Pocket dictionary of medicine, nursing & health, (9th ed.). Elsevier. ISBN: 978-0-323-83291-5

Pagana, K. D., Pagana, T. J., & Pagana, T.N. (2021). *Mosby's manual of diagnostic and laboratory tests*, (7th ed.). Elsevier. ISBN 978-0-323-69703-3

Ogden, S. J., & Fluharty, L. (2022). *Calculation of drug dosages: A work text* (12th ed.). Elsevier. ISBN: 978-0-323-82622-8

Other Relevant Materials:

Pens, pencils, paper, highlighters, laptop, ATI, Nurse Practice Act, Scantron answer sheets, Nurse Practice Act, and Scope of Practice.

Methods of Instruction:

Lectures	Required Reading	Written Assignments	Quizzes
Classroom Discussions	Small Group Work	Audio-Visual Aids	Demonstrations
Return Demonstrations	ATI Modules	Projects	Concept Maps

*Lectures may be in-class, via zoom, or recorded and uploaded to TEAMS.

Requirements & Evaluation Methods:

Exams	Percentage
Exam 1	22
Exam 2	22
Exam 3	21

ATI CMS Pharmacology (EOC)	10
Final Exam	25
TOTAL for COURSE GRADE	100

Grading Scale:

The following grading scale is utilized for the ADN Nursing Program

A	90-100
B	81-89
C	78-80
D	68-77
F	Below 68

Students must achieve an overall course grade at or above 78 to pass all courses in the LVN-to-RN Bridge Nursing Program.

1. All grades will be posted by the instructor on the Clarendon College online grade book.
2. Grades **will not** be given out by phone, email, or text.
3. ***THERE ARE NO OPTIONS FOR EXTRA-CREDIT WORK OR REPEATING EXAMS OR PAPERWORK TO RAISE COURSE GRADES, EITHER DURING OR AT THE END OF A COURSE.***
4. No late work will be accepted.
5. Refer to individual course syllabi for additional grading criteria.
6. Failure of a total of any two (2) nursing theory courses, two (2) nursing clinical courses, or any combination thereof equaling two (2) courses will result in ineligibility for transfer, admission, or readmission to Clarendon College's Professional Nursing Program at any campus.

ATI CMS Pharmacology EOC Grading Rubric:

A combination of the practice and proctored assessments to achieve 10% of the course grade.

Practice Assessment (4 Points)	
• Complete Practice Assessment A. • Complete Remediation – Minimum 1 Hour Focused Review on Initial Attempt. • For each topic missed, complete a handwritten active learning template. • Take Post Study Quiz (if available) and complete an active learning template for each topic missed	• Complete Practice Assessment B. • Complete Remediation – Minimum 1 Hour Focused Review on Initial Attempt. • For each topic missed, complete a handwritten active learning template. • Take Post Study Quiz (if available) and complete an active learning template for each topic missed.
Standardized Proctored Assessment	

Level 3 (4 Points)	Level 2 (3 Points)	Level 1 (1 Point)	Below Level 1 (0 Points)
Remediation (2 Points) - All Levels - Minimum 1 Hour Focused Review. - For each topic missed, complete a handwritten active learning template.			
10/10 Points	9/10 Points	7/10 Points	6/10 Points
Proctored Assessment Retake			
No retake required.	No retake required.	*Retake required.	*Retake required.

*If student is required to retake a proctored assessment and student meets the program's benchmark of Level 2 on the retake, the student can earn an additional 1 point.

Rounding Policy:

In order to successfully complete a nursing course and progress in the nursing program, students are required to achieve an exam average of 78% or greater. The exam average will include all unit exams and the final exam. Students not attaining a major exam average of 78% or greater will not pass the course. Students must achieve a final overall course grade of 78% to pass any RNSG course in the nursing program. Each quiz/exam/project grade will be calculated to two decimal points. At the end of the semester, actual percentages will be used to determine letter grades.

****NOTE: GRADES WILL NOT BE ROUNDED.** (Example: A grade of 77.5 to 77.99 will not be considered as passing).

No late work will be accepted!!

Failure of a total of any two (2) nursing theory courses, two (2) nursing clinical courses, or any combination thereof equaling two (2) courses will result in ineligibility for transfer, admission, or readmission to Clarendon College's Professional Nursing Program at any campus.

Student Testing Policy:

- Exam schedules will be given to students at the beginning of the course each semester;
- Examination attendance: Examinations will be given on dates noted on the course syllabus and course schedule. If a student cannot attend an examination, the course instructor/professor must be notified at their office number, Microsoft TEAMS, or by email **before the examination begins**. It is the student's responsibility and a requirement to notify the instructor/professor in advance of any absence.
- On examination days no late entry into the classroom or laboratory will be permitted to eliminate distractions for other students. In the event a student is going to be late they must notify their course instructor/professor through Microsoft TEAMS or by e-mail **before the examination begins**. The student will receive an absence for the course for the day. It is the student's responsibility to contact the instructor to reschedule their make-up exam. The instructor has the discretion to administer a different version of the exam content.
- Make-up exams will only be given at the discretion of the faculty member and can be a different version or alternate format than the scheduled exam.
- All major exams include multiple-choice and alternate format questions based on the NCLEX-RN Test Plan;
- All exams are timed; the Time allotted for a Final Exam is two (2) hours and will follow Clarendon College's policy.

7. Assigned seating may be used during any exam;
8. Grades will be available within one week following an exam;
9. Basic function calculators will be provided for exams with dosage calculation questions;
10. If the exam is given in paper format: SCANTRON™ forms and exam booklets are turned in to the proctor who is monitoring the exam and will be counted at the end of the testing period. Students must NOT remove exams from the testing room; the answer recorded on the Scantron™ will be the official answer sheet or submitted electronically if the test is a computerized test;
11. If the exam is given in electronic format, the student will need to bring a laptop or utilize a laptop/computer from Clarendon College. The device utilized will need the capability of connecting to the internet. It is the student's responsibility to ensure the device is charged or plugged into a power source during the duration of the examination.
12. Scratch paper, if used, will be provided by the instructor/professor and must be turned in immediately following the exam;
13. Classroom exam reviews will be conducted at the discretion of the faculty. Students will not be allowed to take any notes during the review, and all personal belongings must be left at the back of the classroom;
14. Students who score an eighty (80) or below will need to schedule an appointment with their instructor to complete a Student Action Report and be assigned required remediation.
15. Individual review of exams by a student with the instructor/professor must be scheduled within one (1) week of the exam being administered. Individual test reviews will be performed only in the faculty member's office. Students may review only the most recent test (In other words, exam one (1) cannot be reviewed after exam two (2) has been administered). Review of all tests taken by a student at one time will not be allowed;

Test Taking Etiquette

1. Arrive at least 15 minutes early to prepare for the exam so that it may begin on time;
2. All belongings (book bags, books, caps, hats, purses, study guides, beverages, etc.) must be stored at the back of the classroom 10 minutes before the exam, this will allow the exam to begin on time;
3. You are not allowed to wear a cap, hat, or sunglasses during testing situations;
4. The student may have only a pencil during the testing period;
5. After the exam begins, there will be absolutely NO talking;
6. When you are finished with your exam, please submit the test and answer sheet to the proctor and quietly leave the room. **Do not re-enter the classroom until all students have completed the exam;**
7. Leave the classroom area – **DO NOT** congregate outside the classroom door; remain quiet as not to disrupt the classroom area.
8. It is the responsibility of all students to maintain test security. Do not discuss test content in the presence of students who have not tested. Students who have not tested are expected to remove themselves from the area if such conversations occur.

Remediation:

Remediation will be required for students scoring an eighty (80) and below on Exams 1-3.

Remediation will be determined by the Course Instructor with consideration to the student's individual needs. It is the student's responsibility to schedule an appointment with their instructor to complete a Student Action Report and assigned required remediation. Remediation is the responsibility of the student and must be completed by the date assigned.

Attendance:

Regular attendance and consistent study habits are essential to success in college and are expected of all students. Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes. It is the responsibility of the student to consult with all instructors when an absence occurs. The student will notify the instructor each day the student will not be in attendance for class, lab, or clinical.

To evaluate attainment of course objectives, students are expected to attend and participate in all scheduled classroom/clinical experiences. Failure to meet course objectives, due to lack of attendance, will result in unsatisfactory evaluation, and may result in failure of the course.

Absence Policy:

Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes;

1. Any absences more than two absences or any class absences in excess of two absences in one semester will be grounds for dismissal.
2. Documentation of an absence must be submitted by the student immediately upon return or prior to if expected absence (**see Documentation of Student Action Report Form*);
3. If a student is to be absent from class or clinical, the student must notify his/her instructor thirty (30) minutes prior to the start of the scheduled experience. Notification will occur according to instructor through Microsoft TEAMS.

Tardiness:

Students are required to be in the classroom and at clinical on time and remain the full time as scheduled. Excessive tardiness is disruptive to the educational process and may result in disciplinary action. Students who have three (3) tardies in an individual course will be counted as one (1) absence. Due process and the right to appeal will be provided to students subject to disciplinary action. Details can be found in the Student Handbook.

1. Tardiness: Defined as time away from classroom teaching and/or clinical laboratory/simulation teaching for up to 15 minutes. This includes:
 - a. arriving late in the morning;
 - b. returning late from provided breaks and lunch periods; and
 - c. Leaving early.
2. In order to prevent class disruptions, the course faculty member(s) may prohibit tardy students from entering the classroom or laboratory until the next break occurs.

Student Academic Integrity and Classroom Ethics:

Failure to comply with lawful direction of a classroom instructor is a disruption for all students enrolled in the class.

Cheating violations include, but are not limited to:

- (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion.
- (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given.
- (3) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment.
- (4) entering an office or building to obtain unfair advantage.
- (5) taking an examination for another person.

- (6) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person.
- (7) altering grade records.
- (8) using any unauthorized form of electronic communication device during an examination, classroom activity, or laboratory exercise.
- (9) Plagiarism. Plagiarism is the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person without proper credit.
- (10) Students are required to dress in a manner as deemed appropriate for the classroom setting and should not disrupt the learning process.

Disciplinary actions for cheating or plagiarism in any course are at the discretion of the individual instructor. The instructor of that course will file a report with the Director of Nursing and/or the Dean of Students when a student is caught cheating or for plagiarism in the course, whether it be a workforce or academic course. The report shall include the course, instructor, student's name, and the type of cheating involved. Students who are reported for cheating or plagiarism to the Director of Nursing and the Dean of Students more than once shall be disciplined by the Dean. The Dean will notify all involved parties within fourteen days of any action taken.

American with Disabilities Act Statement:

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the Associate Dean of Enrollment Services at 806-874-4837 / janean.reish@clarendoncollege.edu or visit the Clarendon campus at Clarendon College. It is the policy of Clarendon College to provide reasonable accommodation as required to afford equal educational opportunity. It is the student's responsibility to contact the Associate Dean of Enrollment Services.

Nondiscrimination Policy

Clarendon College, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

It is the policy of Clarendon College not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation. Harassment of a student in class, i.e., a pattern of behavior directed against a particular student with the intent of humiliating or intimidating that student will not be tolerated. The mere expression of one's ideas is not harassment and is fully protected by academic freedom, but personal harassment of individual students is not permitted.

Grievance/Appeals:

If you have a dispute concerning your grade or policies in this class, it is the student's responsibility to contact the instructor to discuss the matter. Should things remain unresolved, please follow the procedures described in the Clarendon College Student Handbook or College Policy Manual.

Withdrawal:

If a student decides that they are unable to complete this course or that it will be impossible to complete the course with a passing grade, you may drop the course and receive a "W" on your transcript. Withdrawal must occur on or before the official Withdrawal Date posted by Clarendon College. Withdrawal from a course is a formal procedure that must be initiated by the student. If the student does not go through the formal withdrawal procedure, the student will receive a grade of "F" on their transcript.

Cell Phone Policy, Classroom Etiquette, and Academic Honesty:

See Vocational Nursing Handbook for policies.

Student Rights and Responsibilities are listed on the College website at:

<http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf>

For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your instructor or the Vice President of Academic Affairs. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.

WEEK	COURSE OBJECTIVES	LEARNING ACTIVITIES
1	Chapter 1: The Nursing Process and Patient-Centered Care 1. Explain the steps of the nursing process and how each step relates to safe drug administration. 2. Analyze the nurse's role as related to planning medication administration. Chapter 2: Drug Development and Ethical Considerations 1. Differentiate between chemical, generic, and brand names of drugs. 2. Define "over the counter" as it relates to drugs. 3. Identify the three core ethical principles. Chapter 3: Pharmacokinetics and Pharmacodynamics 1. Differentiate the three phases of drug action. 2. Check drugs for half-life, percentage of protein binding, therapeutic index, and side effects in a drug reference book. 3. Anticipate potential unique responses to drugs based on biologic variations. 4. Differentiate the four types of drug interactions.	ATI: Intro. To Pharm. Read Chapters Review PowerPoint Lecture/Discussion Discussion Posts Case Studies

5. Explain the three mechanisms involved with drug-drug interactions.
6. Describe the nursing implications of pharmacokinetics and pharmacodynamics.

Chapter 4: Pharmacogenetics

1. Define terminology related to pharmacogenetics
2. Discuss the role of pharmacogenetics in drug therapy
3. Discuss the role of nurse as advocate related to pharmacogenetics.
4. Discuss the legal and ethical issues related to pharmacogenetics

Chapter 5: Complementary and Alternative Therapies

1. Discuss important points associated with the use of complementary and alternative medicine.
2. Compare common herbs and their associated toxicity.
3. Describe the recommendations for labels on herbal products.
4. Discuss nursing implications, including patient teaching, related to herbal products.

Chapter 6: Pediatric Considerations

1. Apply principles of pharmacokinetics and pharmacodynamics to pediatric drug administration.
2. Differentiate components of pharmacology unique to pediatric patients.
3. Synthesize knowledge about pediatric drug safety and administration with current or potential nursing practice.

Chapter 7: Drug Therapy in Older Adults

1. Explain how the physiologic changes associated with aging impact drug therapy.
2. Describe two ways the Beers criteria can be used to improve the care of older adults.
3. Discuss issues that affect older adults' adherence to therapeutic regimens.
4. Describe nursing implications related to drug therapy in the older adult.

Chapter 8: Drugs in Substance Use Disorder

1. Define substance use disorder and differentiate among mild, moderate, and severe cases.
2. Describe the short- and long-term effects of drug use.
3. Identify the physical and psychological assessment findings associated with drugs most commonly used.
4. Explain the rationale for the use of drug-assisted treatments during

	toxicity, withdrawal, and maintenance of abstinence from commonly misused drugs. - Describe the nurse's role in recognizing and promoting the treatment of nurses with substance use disorder. - Implement the nursing process in the care of patients with substance use disorders.	
2	Chapter 9: Safety and Quality - Describe the "Six Rights" of medication administration. - Verbalize possible safety risks when administering patients' medications. - Discuss the "Culture of Safety" and include the National Academy of Medicine's "To Err is Human" and the American Nurses Association's, "Just Culture" impact on nursing practice. - Discuss safe disposal of medications. - Discuss high-alert medications and strategies for safe administration. - Apply the nursing process to safe administration of medications. Chapter 10: Drug Administration - Identify the different routes of drug administration. - Discuss the various sites for parenteral therapy. - Analyze the nursing interventions related to administration of medications by various routes. Chapter 11: Drug Calculations - Correctly calculate drug dosages for administration. Chapter 12: Fluid Volume and Electrolytes - Describe osmolality and tonicity. - Describe the classifications of intravenous fluids. - Discuss the functions of major electrolytes. - Discuss the importance of blood and blood products. - Apply the nursing process to fluid volume deficit and fluid volume excess. - Explain the methods used to correct potassium, calcium, and magnesium excess and deficiency. Chapter 13: Vitamin and Mineral Replacement - Discuss four reasons for the positive use of vitamin supplements. - Differentiate between water-soluble and fat-soluble vitamins. - Relate food sources and deficiency conditions associated with each	Read Chapters Review PowerPoint Lecture/Discussion Discussion Posts Case Studies

	vitamin. 4. Explain the need and use of iron and foods that are high in iron. Chapter 15: Adrenergic Agonists and Antagonists 1. Explain major responses to stimulation of adrenergic receptors. 2. Contrast the uses of alpha and beta antagonists. 3. Compare general side effects of adrenergic agonists and adrenergic antagonists. 4. Describe nursing interventions, including patient teaching, associated with adrenergic agonists and adrenergic antagonists. Chapter 16: Cholinergic Agonists and Antagonists 1. Compare the responses of cholinergic agonist and antagonist drugs. 2. Contrast the major side effects of cholinergic agonists and antagonists. 3. Differentiate the uses of cholinergic agonists and antagonists. 4. Apply the nursing process, including patient teaching, associated with cholinergic agonists and antagonists.	
3	EXAM 1: CHAPTERS 1-16 Chapter 17: Stimulants 1. Explain the effects of stimulants on the central nervous system (CNS). 2. Compare attention-deficit/hyperactivity disorder (ADHD) and narcolepsy. 3. Differentiate the action of drugs used for ADHD and narcolepsy. 4. Contrast the common side effects of amphetamines, anorexiant, analeptics, doxapram, and caffeine. 5. Apply the nursing process for the patient taking CNS stimulants. Chapter 18: Depressants 1. Explain several nonpharmacologic ways to induce sleep. 2. Differentiate among these adverse effects: hangover, dependence, tolerance, withdrawal symptoms, and rapid eye movement (REM) rebound. 3. Discuss the uses of benzodiazepines. 4. Apply the nursing process for the patient taking benzodiazepines for hypnotic use. 5. Differentiate nursing interventions related to barbiturates, benzodiazepines, nonbenzodiazepines, and melatonin agonist hypnotics. 6. Compare the stages of anesthesia.	EXAM ATI: Respiratory system. Read Chapters Review PowerPoint Lecture/Discussion Discussion Posts Case Studies

7. Explain the uses for topical anesthetics.
8. Differentiate general and local anesthetics and their major side effects.

Chapter 19: Antiseizure Drugs

1. Differentiate between the types of seizures.
2. Summarize the pharmacokinetics, side effects and adverse reactions, therapeutic plasma level, contraindications for use, and drug interactions of phenytoin.
3. Compare the actions of hydantoin, long-acting barbiturates, succinimides, benzodiazepines, iminostilbenes, and valproate.
4. Apply the nursing process to antiseizure drugs, including patient teaching.

Chapter 20: Drugs for Parkinsonism and Alzheimer Disease

1. Contrast the actions of anticholinergics, dopaminergics, dopamine agonists, monoamine oxidase B (MAO-B) inhibitors, and catechol-O-methyltransferase (COMT) inhibitors in the treatment of Parkinson's disease.
2. Compare the side effects of various anti-Parkinson drugs.
3. Apply the nursing process to anticholinergics, dopaminergic, and acetylcholinesterase inhibitors.
4. Compare the side effects/adverse effects of acetylcholinesterase inhibitors used to treat Alzheimer disease.

Chapter 21: Drugs for Neuromuscular Disorders and Muscle Spasms

1. Explain the drug group used to treat myasthenia gravis.
2. Discuss the drug group used to treat multiple sclerosis.
3. Apply the nursing process to drugs used to treat myasthenia gravis and muscle spasms.

Chapter 22: Antipsychotics and Anxiolytics

1. Differentiate between antipsychotic and anxiolytic drug groups.
2. Contrast the action, uses, side effects, and adverse effects of traditional typical and atypical medications.
3. Plan nursing interventions, including patient teaching, for the patient taking antipsychotics and anxiolytics.

Chapter 23: antidepressants and Mood Stabilizers

1. Contrast various categories of different antidepressants.
2. Describe the side effects and adverse reactions of antidepressants.
3. Plan nursing interventions, including patient teaching, for

	antidepressants. 4. Explain the uses of lithium and its serum/plasma therapeutic ranges, side effects, adverse reactions, and nursing interventions. Chapter 24: Antiinflammatories 1. Compare the action of various nonsteroidal antiinflammatory drugs (NSAIDs). 2. Differentiate between the side effects and adverse reactions of NSAIDs. 3. Correlate the nursing processes associated with NSAIDs and corticosteroids, including patient teaching. 4. Compare the action of various antigout medications. 1.	
4	Chapter 25: Analgesics 1. Compare indications for nonopioid and opioid analgesics. 2. Describe the serum therapeutic ranges of aspirin and acetaminophen. 3. Contrast the side effects of aspirin and opioids. 4. Explain the methadone treatment program. 5. Discuss nursing interventions and patient teaching related to nonopioid and opioid analgesics. Chapter 26: Penicillins, Other Beta Lactams and Cephalosporins 1. Explain the mechanism of action of antibacterial drugs. 2. Differentiate between bacteria that are naturally resistant and those that have acquired resistance to an antibiotic. 3. Summarize the three general adverse effects associated with antibacterial drugs. 4. Differentiate between narrow-spectrum and broad-spectrum antibiotics Chapter 27: Macrolides, Oxazolidinones, Lincosamides, Glycopeptides, Ketolides, and Lipopeptides 1. Describe the side effect/adverse effects of erythromycin. 2. Apply the Clinical Judgement (Nursing Process) for azithromycin, including patient teaching. 3. Compare the side effects/adverse effects of oxazolidinones, lincosamides, ketolides, and lipopeptides. 4. Summarize the nurse's role in detecting ototoxicity and nephrotoxicity associated with the administration of vancomycin. Chapter 28: Tetracyclines, Glycylcyclines, Aminoglycosides, and	ATI: Cardiovascular system, Endocrine system, Read Chapters Review PowerPoint Lecture/Discussion Discussion Posts Case Studies

	Fluoroquinolones 1. Compare the similarities and differences between tetracyclines and glycyclines. 2. Summarize the nurse's role in detecting ototoxicity and nephrotoxicity associated with the administration of aminoglycosides. 3. Explain the importance for ordering peak and trough concentration levels for aminoglycosides. 4. Contrast the nursing interventions for each of the drug categories. Chapter 29: Sulfonamides and Nitroimidazoles Antibiotics 1. Explain the action of sulfonamides. 2. Describe side effects/adverse effects for a patient taking these medications. 3. Formulate the Clinical Judgement (Nursing Process) to the patient taking these medications. Chapter 30: Antituberculars, Antifungals, and Antivirals 1. Compare first-line and second-line antitubercular drugs. 2. Differentiate between the groups of antifungal drugs. 3. Differentiate the adverse reactions of antitubercular, antifungal, an antiviral drugs. Chapter 31: Antimalairals, Anthelmintics, and Peptides 1. Explain the two-phase parasitic process in transmission of the action of antimalarial drugs in people with malaria. 2. Identify side effects and adverse reactions of people responding to antimalarial drugs. 3. Describe the transmission of helminths in people infected with cestodes and nematodes. 4. Identify the side effects and adverse reactions of anthelmintic drugs. 5. Discuss effects of peptides in antibiotic-resistant bacteria. 6. Summarize the side effects and adverse reactions of peptides used as microbials.	
5	No Thursday Class during Week 5	
6	EXAM 2: CHAPTERS 17-31 ATI CMS Pharmacology (EOC)	EXAM
7	Chapter 32: HIV and AIDS-Related Drugs 1. Describe the six classifications of antiretroviral therapy and give examples of medication in each group.	EXAM ATI: Neuro. Read Chapters

	2. Explain specific issues of medication adherence to antiretroviral agents. 3. Discuss the nurse's role in medication management and issues of adherence. Chapter 33: Transplant Drugs 1. Differentiate the three drugs used in the treatment of transplant rejection. 2. Describe the issues surrounding nonadherence in transplant recipients 3. Describe the nurse's role in promoting adherence to the therapeutic drug regimen. Chapter 34: Vaccines 1. Describe active and passive immunity as both relate to the action of vaccines used in immunizations. 2. Differentiate between active natural and active acquired immunity as it relates to the human immune system. 3. Identify the diseases that can be prevented with vaccines. 4. Discuss contraindications to the administration of recommended immunizations. 5. Apply the nursing process to include teaching for patients receiving vaccines. Chapter 35: Anticancer Drugs 1. Define chemotherapy as an anticancer drug. 2. Differentiate between cell cycle-specific and cell cycle-nonspecific anticancer drugs. 3. Prioritize appropriate nursing interventions to use while patients receive anticancer drugs. Chapter 36: Targeted Therapies to Treat Cancer 1. Identify the different forms of targeted therapy for cancers. 2. Compare the mechanisms of action of targeted therapies for cancer with those of standard chemotherapy drugs. 3. Incorporate the Clinical Judgement (Nursing Process) related to the needs of patients receiving targeted therapies for cancer. Chapter 37: Biologic Response Modifiers 1. Distinguish among the different types of biologic response modifiers with regard to indications, common side effects and adverse effects, route of administration, and nursing responsibilities. 2. Incorporate the Clinical Judgement (Nursing Process) related to the	Review PowerPoint Lecture/Discussion Discussion Posts Case Studies
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	needs of patients receiving biologic response modifiers. Chapter 38: Upper Respiratory Disorders 1. Compare antihistamine, decongestant, antitussive, and expectorant drug groups. 2. Describe the side effects of nasal decongestants and how they can be avoided. 3. Apply the nursing process for drugs used to treat the common cold. Chapter 39: Lower Respiratory Disorders 1. Differentiate the drug groups used to treat COPD and asthma and the desired effects of each. 2. Compare the side effects of beta₂-adrenergic agonists and methylxanthines. 3. Contrast the therapeutic effects of leukotriene antagonists, glucocorticoids, cromolyn, antihistamines, and mucolytics for COPD and asthma. 4. Apply the nursing process for the patient taking drugs commonly used for COPD, including asthma, and for restrictive lung disease.	
8	Chapter 40: Cardiac Glycosides, Antianginals, and Antidysrhythmics 1. Differentiate the actions of cardiac glycosides, antianginal drugs, and antidysrhythmic drugs. 2. Describe the signs and symptoms of digitalis toxicity. 3. Compare the side effects and adverse reactions of nitrates, beta blockers, calcium channel blockers, quinidine, and procainamide. 4. Apply the nursing process, including patient teaching, related to cardiac glycosides, antianginal drugs, and antidysrhythmic drugs. Chapter 41: Diuretics 1. Compare the action and uses of thiazide, loop, and potassium-sparing diuretics. 2. Differentiate side effects and adverse reactions related to thiazide, loop, and potassium-sparing diuretics. 3. Explain the nursing interventions—including patient teaching—related to thiazide, loop, and potassium-sparing diuretics. 4. Apply the nursing process for the patient taking thiazide, loop, and potassium-sparing diuretics. Chapter 42: Antihypertensives 1. Differentiate the pharmacologic action of the various categories of antihypertensive drugs.	Read Chapters Review PowerPoint Lecture/Discussion Discussion Posts Case Studies

2. Compare the side effects and adverse reactions to sympatholytics, direct-acting vasodilators, and angiotensin antagonists.
3. Apply the nursing process related to antihypertensives including nursing interventions and teaching.

Chapter 43: Anticoagulants, Antiplatelets, and Thrombolytics

2. Compare the actions of anticoagulants, antiplatelets, and thrombolytics.
3. Differentiate the side effects and adverse reactions of anticoagulants, antiplatelets, and thrombolytics.
4. Apply the nursing process, including patient teaching, for anticoagulants and thrombolytics.

Chapter 44: Antihyperlipidemics and Drugs to Improve Peripheral Blood Flow

1. Compare the side effects and adverse reactions of antihyperlipidemics.
2. Apply the nursing process, including patient teaching, for antihyperlipidemics and blood viscosity reducer agents.

Chapter 45: Gastrointestinal Tract Disorders

1. Compare the pharmacologic treatment of vomiting, diarrhea, and constipation.
2. Differentiate the actions and side effects of antiemetics, emetics, antidiarrheals, and laxatives.
3. Differentiate contraindications to the use of antiemetics, emetics, antidiarrheals, and laxatives.
4. Apply the nursing process for the patient taking antiemetics, antidiarrheals, and laxatives.

Chapter 46: Antiulcer Drugs

1. Explain the predisposing factors for peptic ulcer disease.
2. Differentiate between peptic ulcer, gastric ulcer, duodenal ulcer, and gastroesophageal reflux disease (GERD).
3. Plan patient teaching for anticholinergic, antacid, and histamine 2 blocker drug groups.
4. Apply the nursing process, including teaching, to antiulcer drugs.

Chapter 47: Eye and Ear Disorders

1. Describe the drug groups commonly used for disorders of the eye and ear.
2. Discuss the mechanisms of action, routes, side effects, and adverse

	reactions, and contraindications for selected drugs in each group. - Discuss the Clinical Judgment (Nursing Process) related to drugs used in treating and managing disorders of the eye and ear. - Identify patient teaching needed for eye and ear drugs. Chapter 48: Dermatologic Disorders - Describe nonpharmacologic measures used to treat mild acne vulgaris. - Describe at least three drugs that can cause drug-induced dermatitis and their characteristic symptoms. - Discuss the Clinical Judgment (Nursing Process), including teaching, related to commonly used drugs for acne vulgaris, psoriasis, and burns.	
9	Chapter 49: Pituitary, Thyroid, Parathyroid, and Adrenal Disorders - Differentiate the actions and uses of the hormones from the pituitary, thyroid, parathyroid, and adrenal glands: thyroxine (T₄), triiodothyronine (T₃), calcitonin, parathyroid hormone (PTH), mineralocorticoids, and glucocorticoids. - Differentiate the side effects of thyroxine (T₄) and triiodothyronine (T₃). - Apply the nursing process, including patient teaching for drug therapy related to hormonal replacement or hormonal inhibition for the pituitary, thyroid, parathyroid, and adrenal glands. Chapter 50: Antidiabetics - Differentiate symptoms of hypoglycemic reaction and hyperglycemia. - Compare onset, peak, and duration of rapid-acting, short-acting, intermediate-acting, and long-acting insulins. - Compare the action of oral antidiabetic drugs and their side effects. - Differentiate between the actions of insulin, oral antidiabetic agents, and glucagon. - Apply the nursing process to the patient taking insulin and oral antidiabetic agents. Chapter 51: Urinary Disorders - Compare the groups of drugs that are urinary antiseptics and antiinfectives. - Describe the side effects and adverse reactions to urinary antiseptics and antiinfectives. - Apply the nursing process, including teaching, to nursing care of the	ATI: Reproductive, Read Chapters Review PowerPoint Lecture/Discussion Discussion Posts Case Studies

	patient receiving urinary antiseptic/antiinfective drugs. Chapter 56: Men's Reproductive Health 1. Describe the effects of gonadal hormone supplementation on the hypothalamic anterior pituitary feedback loop. 2. Describe those for whom androgen therapy is particularly risky. 3. Assess patients for therapeutic and adverse effects of androgen therapy. 4. Categorize commonly prescribed drugs that can impair male sexual function. Chapter 57: Sexually Transmitted Infections 1. Describe the pharmacological intervention for sexually transmitted infections caused by bacterial and viral agents, parasites and other pathogens. 2. Describe the nursing process, including teaching, related to the prevention of STIs. Chapter 58: Adult and Pediatric Emergency Drugs 1. Describe indications for emergency drugs. 2. Define the basic mechanism of action for emergency drugs. 3. Discuss patient considerations and actions specific for emergency drugs. 4. Explain how to properly administer emergency drugs. 5. Describe significant adverse effects of emergency drugs.	
10	EXAM 3: Chapters 32-51 and 56-58	EXAM
11	FINAL REVIEW and ATI CMS Pharmacology (EOC) - Retake	REVIEW EOC
12	FINALS	FINALS