

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## American Public University System

*The Ultimate Advantage is an Educated Mind*

**School of Health Sciences**  
**NURS315**  
**Pathophysiology and Clinical Pharmacology**  
**Credit Hours: 3**  
**Length of Course: 8 weeks**  
**Prerequisite: NURS300**

### Instructor Information

*Please refer to the Instructor Profile on the course homepage for your instructor's contact information and biography.*

### Course Description (Catalog)

This course is only open to students who are enrolled in the RN to Bachelor of Science in Nursing (RN to BSN) program. This course explores the connections between pharmacological interventions and pathophysiology across the life span. The study of genetics/genomics, culture, and integrative health provides a theoretical context for the delivery of patient-centered care. An understanding of the dynamic relationship between comorbidities and medication interactions facilitates the development of an individual plan of care. An analysis of human responses to pharmacological interventions will be explored through case studies, evidence-based research, and group projects. (Prerequisite: NURS300)

### Course Scope

This course will include drug classifications and related pathophysiological conditions. Case studies, current research and web-based learning activities will be used to provide students with an opportunity to enhance their clinical practice decision-making skills.

### Course Learning Objectives

The following objectives are aligned with the RN-BSN Program Outcomes (PO):

1. Analyze the pharmacologic interventions and prevention strategies as they relate to pathophysiological conditions. (PO 5)

2. Explore the relationship of genetics and ethnicity and their impact on pathophysiology of disease processes. (PO 5)
3. Utilize a holistic caring perspective to explore the relationship between pharmacologic interventions and the human response across the lifespan for various demographics. (PO 8)
4. Use an ethical framework to evaluate ethnic, cultural, religious, financial, legal and societal implications as they relate to pharmacologic interventions and disease management. (PO 8)
5. Formulate an evidence-based plan of care that integrates the dynamic relationship between comorbidities and pharmacologic interactions across the lifespan. (PO 3)
6. Evaluate the role of the professional nurse in care coordination related to pharmacotherapy for patients of varying socioeconomic status. (PO 7)
7. Examine the effects of interprofessional collaboration necessary to promote patient safety and quality health outcomes. (PO 1, PO 2)

Module Learning Objectives are located within the course.

Baccalaureate Essentials covered in this course include II, III, IV, V, VI, VII, VIII, IX.

<http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>

### Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due weekly as noted on the course outline and can include forum questions and written assignments. Assigned faculty will support the students throughout this eight-week course.

### Course Materials

#### Required Course Textbook:

All required readings and resources are available within MyClassroom.

#### Academic Writing Requirements:

The School of Health Sciences requires use of APA format and style and all students are encouraged to have a current copy of the *APA Publication Manual*. All written assignments are to be submitted in APA format style unless otherwise noted in the assignment directions.

### Evaluation Procedures

#### Discussions

Please join the discussions when applicable. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Discussions are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the discussions and avoid copying and pasting from websites. In this class there are 5 graded discussions, including the Introduction Discussion.

**Guidelines:**

- Post the initial response to each discussions by 11:55pm, ET, Wednesday
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to more than 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Responses to classmates are significant to advance the discussions.
- All discussions can be accessed in the Discussions section of the course.
- Respond to all questions posed to you in your initial post by instructor and/or peers.

An initial post must precede the response posts to peers. An initial post received after Wednesday 11:55 pm will receive a 10% deduction for each day, for 3 days, prior to discussions being graded. This means the highest grade possible for a late submission of 3 days, is 70%. However, response posts are due by Sunday 11:55 pm. If response posts are not submitted by this time, the discussion is over. Therefore, no points can be awarded for collaboration, and the highest grade possible for late submission past 3 days is 60%.

**Tests/ Quizzes**

There will be 4 quizzes in this course. Quiz 1 covers material from Weeks 1-2, Quiz 2 covers material from Weeks 3-4, Quiz 3 covers material from Weeks 5-6, Quiz 4 covers material from Weeks 7-8.

**Written Assignments**

There are 4 graded assignments due throughout the course – Pressure Injury Training, Pneumonia Case Study, Congestive Heart Failure Case Study, Patient Education Activity (Pamphlet). All assignment instructions and grading rubrics are located in the Assignments area of MyClassroom. Assignments are due by 11:55 pm EST on the Sunday of the week they are assigned, or as indicated in the Assignments area.

**Course Grading Outline**

	Percentage of Final Grade
Introductory Forum	1%
Quizzes (4)	20%
Discussion (4)	24%
Pressure Injury Training	10%
Pneumonia Case Study	10%

Congestive Heart Failure Case Study	10%
Patient Education Activity (Pamphlet)	25%
TOTAL	100%

Course Outline				
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
1	Pathophysiology, Disorders and Pharmacological Interventions of the Nervous System	<ol style="list-style-type: none"> <li>1. Give examples of the pharmacological interventions available for selected nervous system disorder</li> <li>2. Describe the changes in the brain that occur in Alzheimer's disease</li> <li>3. Discuss new treatments and therapies for MS</li> </ol>	As assigned	Introduction Discussion  Week 1 Discussion
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
2	Pathophysiology, Disorders and Pharmacological Interventions of the Integumentary System	<ol style="list-style-type: none"> <li>1. Describe the structure and function of the integumentary system</li> <li>2. Give examples of the pharmacological interventions available for selected integumentary system disorders</li> <li>3. Assess pressure ulcers and determine appropriate staging and causes.</li> </ol>	As assigned	Quiz 1  Pressure Injury Training
Module	Topic	Learning Objectives	Reading(s)	Assignment(2s)
3	Pathophysiology, Disorders and Pharmacological Interventions of the Gastrointestinal System	<ol style="list-style-type: none"> <li>1. Explain the pathophysiology of the gastrointestinal system</li> <li>2. Give examples of the pharmacological interventions available for selected gastrointestinal system disorders</li> </ol>	As assigned	Week 3 Discussion

		3. Discuss new treatments and therapies for Clostridium Difficile and antibiotic resistance		
<b>Module</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Reading(s)</b>	<b>Assignment(s)</b>
<b>4</b>	Pathophysiology, Disorders and Pharmacological Interventions of the Cardiovascular System	<ol style="list-style-type: none"> <li>1. Discuss pathophysiology of the cardiovascular system</li> <li>2. Identify pharmaceutical interventions for treatment of MI and CHF</li> <li>3. Recognize common causes for heart failure readmissions and its impact on patients and the healthcare system</li> </ol>	As assigned	<p>Quiz 2</p> <p>CHF Case Study</p>
<b>Module</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Reading(s)</b>	<b>Assignment(s)</b>
<b>5</b>	Pathophysiology, Disorders and Pharmacological Interventions of the Respiratory System	<ol style="list-style-type: none"> <li>1. Discuss pathophysiology of the respiratory system</li> <li>2. Identify best practice regimens for patients with COPD</li> <li>3. Explain the benefits of pneumococcal vaccination</li> <li>4. LO4: Examine the impact of medication cost on patient adherence to medication regimen and effective management of chronic conditions</li> </ol>	As assigned	<p>Week 5 Discussion</p> <p>Pneumonia Case Study</p>
<b>Module</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Reading(s)</b>	<b>Assignment(s)</b>
<b>6</b>	Pathophysiology, Disorder and Pharmacological Interventions of the Endocrine System	<ol style="list-style-type: none"> <li>1. Discuss the pathophysiology of the endocrine system</li> <li>2. Identify pharmacological interventions for diabetes</li> <li>3. Identify signs and symptoms of diabetes</li> <li>4. Apply the understanding of Diabetes to patient education and nursing priorities in patient care</li> </ol>	As assigned	<p>Quiz 3</p> <p>Intro: Patient Education Pamphlet</p>

Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
7	Pathophysiology, Disorders and Pharmacological Interventions of the Renal System	<ol style="list-style-type: none"> <li>1. Discuss pathophysiology of the renal system</li> <li>2. Identify ways to prevent urinary tract infection</li> <li>3. Describe national measures used to prevent catheter associated urinary tract infections</li> <li>4. Compare organizational CAUTI prevention with national standards</li> </ol>	As assigned	Week 7 Discussion  Patient Education Pamphlet Due
Module	Topic	Learning Objectives	Reading(s)	Assignment(s)
8	Pathophysiology and Pharmacological Interventions of Autoimmune Disorders	<ol style="list-style-type: none"> <li>1. Identify the pathophysiology of autoimmune disorders such as Lupus and Rheumatoid Arthritis</li> <li>2. Discuss ethical issues surrounding chronic pain management</li> <li>3. Identify medications used for pain management in autoimmune disorders</li> <li>4. Describe the nurses' role in the opioid crisis</li> </ol>	As assigned	Quiz 4

## Policies

### Nursing Program Policies

#### Assignment and Coursework Grading Policy

Students are expected to submit classroom assignments by the designated due date and to complete the course according to the published class schedule. Failure to submit coursework by the designated due date will result in a ten percent (10%) penalty per day until three (3) days after the coursework is due. Therefore, after three (3) days, the maximum grade the student can achieve with a late submission will be a grade of 70% (C-). If a student is ill, has a family crisis, or will miss scheduled coursework deadlines for any reason, the student shall notify the instructor in advance if at all possible. Assignments will NOT be accepted more than seven (7) days after the due date unless prior arrangements have been made in advance of the due date.

### **Use of Online Sources such as Course Hero**

In addition to the university's plagiarism policy, students who are found to have submitted materials plagiarized from any online source, such as Course Hero, will be reported to the university and may fail the course and/or be expelled APUS. Use of said materials is academic dishonesty and will not be tolerated.

### **Self-Plagiarism**

Each course in the program has unique course learning objectives designed to build professional knowledge and skills. To accomplish these learning objectives, all work submitted for a course must be original and cannot be a resubmission of one's own previous work. When repeating a course, students must submit newly created work as well.

### **Course Completion and Progression Requirements**

Effective September 1<sup>st</sup>, 2015 (For all students who started NURS300 after September 1, 2015, and beyond), to pass the course and progress in the nursing program, students must achieve a final course grade of a 73% (C) or better. In the capstone course, NURS498: Senior Seminar in Nursing Studies, students must achieve a final course grade of an 84% (B) or better in order to pass the course and graduate from the nursing program.

### **Communications**

#### **Student Communication**

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the Student Handbook, and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- Tips on Using the Office 365 Email Tool

#### **Instructor Communication**

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

## University Policies

Consult the Student Handbook for processes and policies at APUS. Notable policies:

- Drop/Withdrawal Policy
- Extension Requests
- Academic Probation
- Appeals
- Academic Dishonesty / Plagiarism
- Disability Accommodations
- Student Deadlines
- Video Conference Policy

## Mission

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society

## Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for undergraduate and graduate courses.
- Although students are encouraged to use the Pulse mobile app with any course, please note that not all course work can be completed via a mobile device.

## Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.