

Connecticut Community College Nursing Program

Capital Community College, Gateway Community College, Northwestern Community College,
Norwalk Community College, Naugatuck Valley Community College, Three Rivers Community
College Community College

**NUR* 202: PHARMACOLOGY FOR INDIVIDUALS AND FAMILIES
WITH INTERMEDIATE HEALTH CARE NEEDS**

CRN : 3134

Syllabus and Course Materials
Fall 2016

Associate Degree Program in Nursing
Northwestern Community College
Winsted, CT

~~CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)~~

~~Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College~~

**NUR*202: PHARMACOLOGY FOR INDIVIDUALS AND FAMILIES WITH
INTERMEDIATE HEALTH CARE NEEDS** Instructor: Jaclyn Vincent, RN, BSN, MSN
Email: jvincent@nwcc.commnet.edu or via Blackboard (preferable)

Office Hours: By appointment

Course Type: Hybrid, majority of class will be held online with (4) on ground meeting dates. All on ground meeting dates will be held from 6:35 pm-7:35 pm in Draper. The dates are:

AUGUST 30th, OCTOBER 4th, NOVEMBER 8th and DECEMBER 6th

Course Prerequisite

NUR 103: Pharmacology for Families across the Life Span

Course Corequisite

NUR*201: Nursing Care of Individuals and Families I

ENG*102: English Composition & Literature

Course Components

Credits 1 credit

Hours Classroom: 15 hours

Course Description

The student will focus on pharmacologic principles related to the care of individuals and families across the lifespan with intermediate health care needs. Emphasis will be placed on medications used for clients who have endocrine, gastrointestinal, respiratory, cardiovascular, autoimmune, and psychiatric conditions and clients who are survivors of bioterrorism.

Course Student Learning Outcomes (SLOs)

At the completion of this course, the student will be able to:

1. Integrate pharmacological principles as they relate to holistic and clinical medication application when caring for a client with endocrine, gastrointestinal, -respiratory, cardiovascular, autoimmune, and psychiatric conditions and survivors of bioterrorism.
2. Apply the nursing process to drug theory as it relates to clients with endocrine, gastrointestinal, respiratory, cardiovascular, autoimmune, and psychiatric conditions and survivors of bioterrorism.
3. Describe safe and competent medication administration as it relates to clients with endocrine, gastrointestinal, respiratory, cardiovascular, autoimmune, and psychiatric conditions and survivors of bioterrorism.
4. Develop a comprehensive pharmacological teaching plan for clients with endocrine, gastrointestinal, respiratory, cardiovascular, autoimmune, ___psychiatric and /or survivors bioterrorism conditions.
5. Interpret cultural and individual awareness when tailoring drug therapy to clients with endocrine, gastrointestinal, respiratory, cardiovascular, autoimmune, and psychiatric conditions and survivors of bioterrorism.
6. Differentiate the roles of the multidisciplinary health team members when implementing a pharmacological plan of care for clients with endocrine, gastrointestinal, respiratory, cardiovascular, autoimmune, and psychiatric conditions and survivors of bioterrorism.

7. Analyze the legal-ethical implications of medication administration related to clients with endocrine, gastrointestinal, respiratory, cardiovascular, autoimmune, and psychiatric conditions and survivors of bioterrorism.
8. Examine the professional role of the nurse in medication administration for clients with endocrine, gastrointestinal, respiratory, cardiovascular, autoimmune, and psychiatric disorders 1.5+and victims of bioterrorism.

College Policies

Plagiarism: Plagiarism and Academic Dishonesty are not tolerated at Northwestern Connecticut Community College. Violators of this policy will be subject to sanctions ranging from failure of the assignment (receiving a zero), failing the course, being removed/expelled from the program and/or the College. Please refer to your “Student Handbook” under “Policy on Student Rights,” the Section entitled “Student Discipline,” or the College catalog for additional information.

Americans with Disabilities Act (ADA): The College will make reasonable accommodations for persons with documented learning, physical, or psychiatric disabilities. Students should notify Dr. Christine Woodcock, the Counselor for Students with Disabilities. She is located at Green Woods Hall, in the Center for Student Development. Her phone number is 860-738-6318 and her email is cwoodcock@nwcc.edu.

School Cancellations: If snowy or icy driving conditions cause the postponement or cancellation of classes, announcements will be made on local radio and television stations and posted on the College’s website at www.nwcc.edu. Students may also call the College directly at (860) 738-6464 to hear a recorded message concerning any inclement weather closings. Students are urged to exercise their own judgment if road conditions in their localities are hazardous.

Use of Electronic Devices: Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts.

Sexual Assault and Intimate Partner Violence Resource Team: NCCC is committed to creating a community that is safe and supportive of people of all gender and sexual identities. This pertains to the entire campus community, whether on ground or virtual, students, faculty, or staff.

Sexual assault and intimate partner violence is an affront to our national conscience, and one we cannot ignore. It is our hope that no one within our campus community will become a victim of these crimes. However, if it occurs, NCCC has created the SART Team - Sexual Assault and Intimate Partner Violence Resource Team - to meet the victim’s needs.

SART is a campus and community based team that is fully trained to provide trauma-informed compassionate service and referrals for comprehensive care. The team works in partnership with The Susan B. Anthony Project to extend services 24 hours a day, 7 days a week throughout the year.

The NCCC team members are:

<u>Ruth Gonzalez, Ph.D.</u>	<u>860-738-6315</u>	<u>Green Woods Hall Room 207</u>
<u>Susan Berg</u>	<u>860-738-6342</u>	<u>Green Woods Hall Room 223</u>
<u>Kathleen Chapman</u>	<u>860-738-6344</u>	<u>Green Woods Hall Room 110</u>
<u>Michael Emanuel</u>	<u>860-738-6389</u>	<u>Founders Hall Annex Room 308</u>
<u>Seth Kershner</u>	<u>860-738-6481</u>	<u>Library</u>
<u>Jane O’Grady</u>	<u>860-738-6393</u>	<u>Founders Hall Annex Room 212</u>
<u>Robin Orloski</u>	<u>860-738-6416</u>	<u>Business Office Room 201</u>
<u>Patricia Bouffard, Ex-Officio</u>	<u>860-738-6319</u>	<u>Founders Hall Room 103</u>
<u>Savannah Schmitt</u>		<u>Student Representative</u>

At NCCC we care about our students, staff and faculty and their well-being. It is our intention to facilitate the resources needed to help achieve both physical and

emotional health.

All medications in NUR*202 will be presented through ATI PME, ATI or other assigned readings, technology resources, and discussed in relation to the following seven (7) components:

1. Indications for use
2. Pharmacokinetics
 - a. Action
 - b. Onset / Peak / Duration
 - c. Absorption, Distribution, Metabolism, and Excretion (ADME)
3. Side effects / Adverse effects / Contraindications
4. Administration (route and dose)
5. Nursing Implications Across the Lifespan
6. Patient Education
7. Relation to concurrent and/or prior learning

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
4 hrs ATI Module 58: Cardio- vascular System The Village: Xavier Johnson	<p><u>Unit I: Pharmacological Management of Patients with Cardiovascular Dysfunction & Shock</u></p> <p><i>At the completion of this unit, the student will be able to:</i></p> <p>Describe safe and competent medication administration, utilizing healthcare system technology, for patients with cardiovascular conditions such as:</p> <ol style="list-style-type: none"> 1. Coronary artery disease 2. Hypertension 3. Cardiac dysrhythmias 4. Heart Failure <p>Identify the nursing assessments /interventions/evaluation related to pharmacologic therapy for patients with cardiovascular conditions such as:</p> <ol style="list-style-type: none"> 1. Coronary artery disease 2. Hypertension 3. Cardiac dysrhythmias 4. Heart Failure 	I. Introduction II. Drug therapy for hypertension <ol style="list-style-type: none"> A. RAAS Suppressants <ol style="list-style-type: none"> i. ACE inhibitors – captopril (Capoten) ii. ARBs – losartan (Cozaar) iii. Aldosterone antagonists – eplerenone (Inspra) iv. Direct renin inhibitors – aliskiren (Tekturna) B. Calcium channel blockers – nifedipine (Adalat, Procardia) C. Sympatholytics <ol style="list-style-type: none"> i. Alpha₁ adrenergic blockers – doxazosin (Cardura) ii. Beta adrenergic blockers – atenolol (Tenormin), metoprolol (Lopressor) iii. Adrenergic neuron blockers – reserpine iv. Centrally acting alpha₂ agonists – clonidine (Catapres) v. Alpha/beta blockers – carvedilol (Coreg) D. Direct acting vasodilators – hydralazine III. Drug therapy for heart failure	Complete the following ATI Online Modules: 1. Cardiovascular System: complete entire module; Summary; Drills and Case Study(ies) Complete the following Readings: ATI, RN Pharmacology for Nursing, Ed. 6.0: 1. Unit 4: Medications Affecting the Cardiovascular System, Chapters 19-24 Complete the related ATI PME Self Tests Complete the following case studies in <i>The Village: Xavier Johnson</i>	

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
	<p>Discuss the nursing implications related to the administration of drugs for the treatment of cardiovascular conditions such as:</p> <ol style="list-style-type: none"> 1. Coronary artery disease 2. Hypertension 3. Cardiac dysrhythmias 4. Heart Failure <p>Utilizing the nursing process, develop a holistic, culturally sensitive medication plan of care for patients with cardiovascular conditions such as:</p> <ol style="list-style-type: none"> 1. Coronary artery disease 2. Hypertension 3. Cardiac dysrhythmias 4. Heart Failure <p>Include support systems and organizations that can provide assistance.</p> <p>Utilizing the nursing process, develop a medication teaching plan for patients with cardiovascular conditions such as:</p> <ol style="list-style-type: none"> 1. Coronary artery disease 2. Hypertension 3. Cardiac dysrhythmias 4. Heart Failure <p>Include support systems and organizations that can provide assistance</p> <p>Discuss application of cardiovascular pharmacological principles for the management of the patient in shock.</p>	<p>A. Diuretics</p> <ol style="list-style-type: none"> i. Thiazide diuretics – hydrochlorothiazide (HydroDIURIL) ii. Loop diuretics – furosemide (Lasix) iii. Potassium-sparing diuretics – spironolactone (Aldactone) <p>B. Cardiac glycosides – digoxin (Lanoxin)</p> <p>C. Sympathomimetics – dobutamine</p> <p>D. Phosphodiesterase inhibitors – milrinone (Primacor)</p> <p>IV. Drug therapy for coronary heart disease</p> <p>A. Antilipemic</p> <ol style="list-style-type: none"> i. HMG-CoA reductase inhibitors (statins) – atorvastatin (Lipitor) ii. Fibrates – gemfibrozil (Lopid) <p>B. Antianginals</p> <ol style="list-style-type: none"> i. Nitrates – nitroglycerin (Nitrostat, Nitro-Dur), isosorbide (Isordil) <p>V. Drug therapy for cardiac dysrhythmias</p> <p>A. Class I/sodium channel blockers</p> <ol style="list-style-type: none"> i. Class IA – quinidine, procainamide ii. Class IB – lidocaine (Xylocaine) iii. Class IC – flecainide (Tambocor) <p>B. Class II/beta adrenergic blockers – propranolol (Inderal)</p> <p>C. Class III/potassium channel blockers – amiodarone (Cordarone)</p> <p>D. Class IV/calcium channel blockers – verapamil (Calan)</p>		

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
		<p>E. Pharmacologic Management of Shock: Overview of pharmacologic management of shock considering causative factors and generic approach (hypovolemic, cardiogenic, septic, anaphylactic, neurogenic)</p> <ol style="list-style-type: none"> 1. Hypovolemic Shock (NUR*102/103) 2. Cardiogenic Shock (NUR*201/202) 3. Circulatory (or Distributive) Shock <ol style="list-style-type: none"> a. Septic (NUR*203) b. Neurogenic (NUR*203) c. Anaphylactic (NUR*102/103) 		

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
<p>1.5 hrs ATI Module 4: Respiratory System</p> <p>The Village: Parts Of Mantinos and Robbie Simeton</p>	<p>Unit II: Pharmacological Management of Patients with Respiratory Dysfunction</p> <p><i>At the completion of this unit, the student will be able to:</i></p> <p>Describe safe and competent medication administration, utilizing healthcare system technology, for patients with respiratory conditions such as:</p> <ol style="list-style-type: none"> 1. Airflow disorders 2. Upper Respiratory disorders <p>Identify the nursing assessments/interventions/evaluation related to pharmacologic therapy for patients with respiratory conditions such as:</p> <ol style="list-style-type: none"> 1. Airflow disorders 2. Upper Respiratory disorders <p>Discuss the nursing implications related to the administration of drugs for the treatment of respiratory conditions such as:</p> <ol style="list-style-type: none"> 1. Airflow disorders 2. Upper Respiratory disorders <p>Utilizing the nursing process, develop a holistic, culturally sensitive medication plan of care for patients with respiratory disorders such as:</p> <ol style="list-style-type: none"> 1. Airflow disorders 2. Upper Respiratory Disorders 	<p>I. Introduction – definitions, A&P, common disorders</p> <p>II. Drug therapy for airflow disorders</p> <ol style="list-style-type: none"> A. Beta₂-adrenergic agonists – albuterol (Proventil, Ventolin) B. Inhaled anticholinergics – ipratropium (Atrovent, Atrovent HFA) C. Methylxanthines – theophylline (Theo-24, Theolair, Theochron) D. Glucocorticoids <ol style="list-style-type: none"> i. Oral – prednisone ii. Inhalation – beclomethasone dipropionate (QVAR) iii. Nasal – beclomethasone (Beconase AQ) E. Mast cell stabilizers – cromolyn (Crolom) F. Leukotriene modifiers – montelukast (Singulair) <p>III. Drug therapy for upper respiratory disorders – allergic rhinitis</p> <ol style="list-style-type: none"> A. H1-receptor antagonists <ol style="list-style-type: none"> i. Sedating antihistamines – diphenhydramine ii. Nonsedating antihistamines – cetirizine (Zyrtec) B. Sympathomimetics <ol style="list-style-type: none"> i. Decongestants – phenylephrine (Neo-Synephrine) <p>IV. Drug therapy for upper respiratory disorders – cough</p> <ol style="list-style-type: none"> A. Antitussives <ol style="list-style-type: none"> i. Opioid – codeine ii. Nonopioid – dextromethorphan B. Expectorants – guaifenesin (Mucinex) C. Mucolytics – acetylcysteine 	<p>Complete the following ATI Online Modules:</p> <ol style="list-style-type: none"> 1. Respiratory System: complete entire module; Summary; Drills and Case Study(ies) <p>Complete the following Readings:</p> <p>ATI, RN Pharmacology for Nursing, Ed. 6.0:</p> <ol style="list-style-type: none"> 1. Unit 4: Medications Affecting the Respiratory System, Chapters 17-18 <p>Complete the related ATI PME Self Tests</p> <p>Complete the following case studies in <i>The Village: Mantinos and Robbie Simeton</i></p>	

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
	<p>Include support systems and organizations that can provide assistance.</p> <p>Utilizing the nursing process, develop a medication teaching plan for patients with respiratory disorders such as:</p> <ol style="list-style-type: none"> 1. Airflow disorders 2. Upper Respiratory Disorders <p>Include support systems and organizations that can provide assistance.</p>			
<p>2.5 hrs</p> <p>ATI</p> <p>Module 9:</p> <p>Endocrine System</p> <p>The Village:</p> <p>Type 1 Diabetes</p> <p>Charlie Weems;</p> <p>Type 2</p> <p>Angelique Butler</p>	<p><u>Unit III: Pharmacological Management of Patients Endocrine Dysfunction</u></p> <p><i>At the completion of this unit, the student will be able to:</i></p> <p>Describe safe and competent medication administration, utilizing healthcare system technology, for patients with endocrine conditions such as:</p> <ol style="list-style-type: none"> 1. Diabetes 2. Thyroid disorders 3. Hypothalamic disorders 4. Adrenal disorders <p>Identify the nursing assessments / interventions /evaluation related to pharmacologic therapy for patients with endocrine conditions such as:</p> <ol style="list-style-type: none"> 1. Diabetes 2. Thyroid disorders 3. Hypothalamic disorders 4. Adrenal disorders 	<ol style="list-style-type: none"> I. Introduction – definitions, A&P, common disorders II. Drug therapy for diabetes mellitus <ol style="list-style-type: none"> A. Oral hypoglycemics <ol style="list-style-type: none"> i. Sulfonylureas – glipizine (Glucotrol) ii. Meglitinides – repaglinide (Prandin) iii. Biguanides – metformin (Glucophage) iv. Thiazolidinediones – pioglitazone (Actos) v. Alpha-glucosidase inhibitors – acarbose (Precose) vi. Gliptins – sitagliptin (Januvia) B. Injectable hypoglycemics <ol style="list-style-type: none"> i. Insulin – lispro (Humalog), Regular (Humulin R), NPH (Humulin N), insulin glargine (Lantus) ii. Amylin mimetics – pramlintide (Symlin) iii. Incretin mimetics – exenatide (Byetta) A. Hyperglycemics – glucagon (GlucaGen) 	<p>Complete the following ATI Online Modules:</p> <ol style="list-style-type: none"> 1. Endocrine System: complete entire module; Summary; Drills and Case Study(ies) <p>Complete the following Readings:</p> <p>ATI, RN Pharmacology for Nursing, Ed. 6.0:</p> <ol style="list-style-type: none"> 1. Unit 10: Medications Affecting the Endocrine System, Chapters 17-18 <p>Complete the related ATI PME Self Tests</p> <p>Complete the following case studies in <i>The Village</i>:</p> <ol style="list-style-type: none"> 1. Type 1 Diabetes: <p>Charlie Weems;</p>	

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
	<p>Discuss the nursing implications related to the administration of drugs for the treatment of endocrine conditions such as:</p> <ol style="list-style-type: none"> 1. Diabetes 2. Thyroid disorders 3. Hypothalamic disorders 4. Adrenal disorders <p>Utilizing the nursing process, develop a holistic, culturally sensitive medication plan of care for patients with endocrine conditions such as:</p> <ol style="list-style-type: none"> 1. Diabetes 2. Thyroid disorders 3. Hypothalamic disorders 4. Adrenal disorders <p>Include support systems and organizations that can provide assistance.</p> <p>Utilizing the nursing process, develop a medication teaching plan for patients with endocrine conditions such as:</p> <ol style="list-style-type: none"> 1. Diabetes 2. Thyroid disorders 3. Hypothalamic disorders 4. Adrenal disorders <p>Include support systems and organizations that can provide assistance.</p>	<p>III. Drug therapy for thyroid disorders</p> <ol style="list-style-type: none"> A. Thyroid replacements – levothyroxine (Synthroid) B. Antithyroid drugs <ol style="list-style-type: none"> i. Propylthiouracil – propylthiouracil (PTU) ii. Radioactive iodine – iodine-131 (¹³¹I, Iodotope) <p>IV. Drug therapy for hypothalamic disorders</p> <ol style="list-style-type: none"> A. Growth hormone – somatropin (Genotropin, Nutropin, Humatrope, Serostim) B. Antidiuretic hormone – desmopressin (DDAVP, Stimate, Minirin) <p>V. Drug therapy for adrenal disorders</p> <ol style="list-style-type: none"> A. Glucocorticoids – hydrocortisone (Solu-Cortef) B. Mineralocorticoids – fludrocortisone (Florinef) 	<p>2. Type 2 Diabetes: Angelique Butler</p>	
2 hrs ATI Module 8: GI System	<p><u>Unit IV: Pharmacological Management of the Patient with Gastrointestinal Dysfunction</u></p> <p><i>At the completion of this unit, the student will be able to:</i></p>	<p>I. Introduction – definitions, A&P, common disorders</p> <p>II. Drug therapy for peptic ulcers</p> <ol style="list-style-type: none"> A. Histamine₂-receptor antagonists – ranitidine hydrochloride (Zantac) B. Proton pump inhibitors – omeprazole (Prilosec) 	<p>Complete the following ATI Online Modules:</p> <ol style="list-style-type: none"> 1. Gastrointestinal System: complete entire module; Summary; Drills and Case Study(ies) 	

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
<p>The Village: Weems Family</p>	<p>Describe safe and competent medication administration, utilizing healthcare system technology, for patients with gastrointestinal conditions such as:</p> <ol style="list-style-type: none"> 1. Peptic Ulcers 2. Nausea 3. Constipation 4. Diarrhea 5. Irritable Bowel Syndrome (IBS) <p>Identify the nursing assessments/ interventions/evaluation related to pharmacologic therapy for patients with gastrointestinal conditions such as:</p> <ol style="list-style-type: none"> 1. Peptic Ulcers 2. Nausea 3. Constipation 4. Diarrhea 5. Irritable Bowel Syndrome (IBS) <p>Discuss the nursing implications related to the administration of drugs for the treatment of with gastrointestinal conditions such as:</p> <ol style="list-style-type: none"> 1. Peptic Ulcers 2. Nausea 3. Constipation 4. Diarrhea 5. Irritable Bowel Syndrome (IBS) <p>Utilizing the nursing process, develop a holistic, culturally sensitive medication plan of care</p>	<ol style="list-style-type: none"> C. Mucosal protectant –sucralfate (Carafate) D. Antacids – aluminum hydroxide (Amphojel) E. Prostaglandin E analog – misoprostol (Cytotec) F. Antibiotics – amoxicillin (Amoxil), metronidazole (Flagyl), tetracycline <p>III. Drug therapy for nausea</p> <ol style="list-style-type: none"> A. Serotonin antagonists – ondansetron (Zofran) B. Antihistamines – dimenhydrinate C. Prokinetic – metoclopramide (Reglan) <p>IV. Drug therapy for constipation</p> <ol style="list-style-type: none"> A. Fiber supplements – psyllium (Metamucil) B. Stool softeners – docusate sodium (Colace), docusate sodium and senna (Peri-Colace) C. Stimulant laxatives – bisacodyl (Dulcolax) <p>V. Drug therapy for diarrhea: Opioids – diphenoxylate and atropine (Lomotil), loperamide (Imodium)</p> <p>VI. Drug therapy for irritable bowel syndrome (IBS)</p> <ol style="list-style-type: none"> A. 5-HT₃ serotonin receptor blocker – alosetron (Lotronex) B. Selective chloride channel activator – lubiprostone (Amitiza) <p>VII. Drug therapy for inflammatory bowel disease</p> <ol style="list-style-type: none"> A. 5-aminosalicylates – 	<p>Complete the following Readings:</p> <p>ATI, RN Pharmacology for Nursing, Ed. 6.0:</p> <ol style="list-style-type: none"> 1. Unit 6: Medications Affecting the Gastrointestinal System and Nutrition, Chapters 28, 29, 30 <p>Complete the related ATI PME Self Tests</p> <p>Complete the following case studies in <i>The Village: Weems Family</i></p>	

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
	<p>for patients with gastrointestinal conditions such as:</p> <ol style="list-style-type: none"> 1. Peptic Ulcers 2. Nausea 3. Constipation 4. Diarrhea 5. Irritable Bowel Syndrome (IBS) <p>Include support systems and organizations that can provide assistance.</p> <p>Utilizing the nursing process, develop a medication teaching plan for patients with gastrointestinal conditions such as:</p> <ol style="list-style-type: none"> 1. Peptic Ulcers 2. Nausea 3. Constipation 4. Diarrhea 5. Irritable Bowel Syndrome (IBS) <p>Include support systems and organizations that can provide assistance.</p>	<p>sulfasalazine (Azulfidine)</p> <p>B. Immunosuppressants – azathioprine (Imuran)</p>		
<p>2 hours</p> <p>ATI Module : Neurologic System Part 2</p> <p>The Village: Sam</p>	<p><u>Unit V: Pharmacological Management of the Patient Experiencing Psychiatric-Mental health Dysfunction</u></p> <p><i>At the completion of this unit, the student will be able to:</i></p> <p>Describe safe and competent medication administration, utilizing healthcare system technology, patients with psychiatric-mental health conditions such as:</p> <ol style="list-style-type: none"> 1. Schizophrenia 2. Substance Use Disorders 	<p>I. Introduction- definitions, common disorders</p> <p>II. Drug therapy for schizophrenia</p> <p>A. Conventional antipsychotics – chlorpromazine</p> <p>B. Atypical antipsychotics – risperidone (Risperdal)</p> <p>III. Drug Therapy for treatment of substance use Disorders</p> <p>A. Medications to support withdrawal/abstinence from Alcohol</p> <p>B. Medications to support withdrawal/abstinence from Opioids</p> <p>C. Medications to support withdrawal/abstinence from Nicotine</p>	<p>Complete the following ATI Online Modules:</p> <ol style="list-style-type: none"> 1. Neurological System (Part 2): review Introduction 2. Neurological System (Part 1): CNS Stimulants (ADHD & narcolepsy) 3. Neurological System (Part 2): Summary; Drills and Case Study(ies) <p>Complete the following Readings:</p>	V.

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
	<p>3. ADHD 4. Narcolepsy</p> <p>Examine the nursing assessments/ interventions/evaluation related to pharmacologic therapy for patients with psychiatric-mental health conditions such as:</p> <ol style="list-style-type: none"> 1. Schizophrenia 2. Substance Use Disorders 3. ADHD 4. Narcolepsy <p>Discuss the nursing implications related to the administration of drugs for the treatment of patients with psychiatric-mental health conditions such as:</p> <ol style="list-style-type: none"> 1. Schizophrenia 2. Substance Use Disorders 3. ADHD 4. Narcolepsy <p>Utilizing the nursing process, develop a holistic, culturally sensitive medication plan of care for patients with psychiatric-mental health conditions such as:</p> <ol style="list-style-type: none"> 1. Schizophrenia 2. Substance Use Disorders 3. ADHD 4. Narcolepsy <p>Include support systems and organizations that can provide assistance.</p> <p>Utilizing the nursing process, develop a medication teaching</p>	<p>IV. Drug Therapy for Attention Deficit Disorder & Narcolepsy</p> <p>A. CNS stimulants</p> <ol style="list-style-type: none"> i. Amphetamines – amphetamine and dextroamphetamine sulfate (Adderall) ii. Methylphenidate – methylphenidate (Ritalin, Concerta) iii. Non-amphetamine – modafinil (Provigil) 	<p>ATI, RN Pharmacology for Nursing, Ed. 6.0:</p> <ol style="list-style-type: none"> 1. Unit 2: Medications Affecting the Nervous System, Chapter 11 (medications for Children and Adolescents with MH issues) 2. Unit 2: Medications Affecting the Nervous System, Chapter 12 (Substance Use Disorders) <p>Complete the related ATI PME Self Tests</p> <p>Complete the following case studies in <i>The Village: Sam</i></p>	

HOURS	UNIT SLOs	CONTENT	Learning Activities	Evaluation
	plan for patients with psychiatric-mental health conditions such as: 1. Schizophrenia 2. Substance Use Disorders 3. ADHD 4. Narcolepsy Include support systems and organizations that can provide assistance.			