

## Syllabus

### Course Overview

As experienced, professional nurses, you have all completed basic pharmacology courses. Therefore, the focus of this course is to relate the principles of pharmacology to patient safety and quality care, not to go back over the basics. The assignments for this course have been developed with that in mind.

Professional nurses work with various pharmaceutical-related issues in a variety of settings. The structure of BSN4016 provides you with the opportunity to demonstrate your knowledge of pharmacology as it relates to patient safety in a variety of ways.

In addition to weekly readings and discussions, you will complete and submit five assignments. The first assignment is due in Unit 3 and allows you to demonstrate your knowledge of the appropriate use of pharmacology and psychopharmacology for quality patient outcomes.

The second assignment, due in Unit 5, involves creating a patient education tool for patients starting on new medications utilized in your current practice. This assignment will help improve patient safety and outcomes by discussing the most pertinent safety factors the patient needs to understand in order to adhere to the prescription. The assignment consists of two parts, the education sheet and a short paper justifying your selection. You will provide a review of current journal articles and discuss how the evidence influenced your choice of safety topics to include in the education sheet that advocate for patient safety and safe nursing practices.

The third assignment, in Unit 6, uses a Riverbend City mission. For this assignment, the focus is on effective communication strategies, and how communication can impact patient safety in terms of the delivery of medications.

In Unit 7, you will identify a specific population group and the types of health disparities the group is known to experience. You will focus on one of the health care concerns for this group and critique the current pharmacological treatments, discuss the overall health and wellness of the group, and describe how a variety of factors influence the health of the group. Then, you will make suggestions for a community-based approach to improve the current pharmacological treatment regimens for the identified population and which also involves the patient in the plan of care.

Finally, in Unit 9, you will choose one of four topics that are in the news today and discuss both its pros and the cons. You will also describe how the issue affects your nursing practice and patient safety, and present your own well-supported position on the topic. To help with this, you will have read journal articles throughout the entire course that relate to these topics. These readings should provide a beginning to both the critical thinking process, and the research.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply practice guidelines and standards of evidence-based practice related to pharmacology for safe and effective nursing practice.
- 2 Explain the relationship between quality patient outcomes, patient safety, and the appropriate use of pharmacology and psychopharmacology.
- 3 Apply the principles and practices of cultural competence with regard to pharmacological interventions.
- 4 Communicate in a manner that is scholarly, professional, and consistent with the expectations of a nursing professional.

### Course Prerequisites

Completion of or concurrent enrollment in BSN4012.

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

#### Book

Burchum, J., & Rosenthal, L. (2016). *Lehne's pharmacology for nursing care* (9th ed.). St. Louis, MO: Elsevier Science. ISBN: 9780323321907.

### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Anderson, P., & Townsend, T. (2015). [Preventing high-alert medication errors in hospital patients](#). *American Nurse Today*, 10(5), 18–23.
- Anthony, K., Wiencek, C., Bauer, C., Daly, B., & Anthony, M. K. (2010). [No interruptions please: Impact of a no interruption zone on medication safety in intensive care units](#). *Critical Care Nurse*, 30(3), 21–29.
- Bench, S., Day, T., & Metcalfe, A. (2013). [Randomised controlled trials: An introduction for nurse researchers](#). *Nurse Researcher*, 20(5), 38–44.
- Braveman, P. A., Cubbin, C., Egerter, S., Williams, D. R., & Pamuk, E. (2010). [Socioeconomic disparities in health in the United States: What the patterns tell us](#). *American Journal of Public Health*, 100(S1), S186–S196.
- Cadwell, S. M., & McDaniel Hohenhaus, S. (2011). [Medication errors and secondary victims](#). *Journal of Emergency Nursing*, 37(6), 562–563.
- Carr, S. M., & DeKemel-Ichikawa, K. (2012). [Improving communication through accent modification: Growing the nursing workforce](#). *Journal of Cultural Diversity*, 19(3), 79–84.
- Cleary-Holdforth, J., & Leufer, T. (2013). [The strategic role of education in the prevention of medication errors in nursing: Part 2](#). *Nurse Education in Practice*, 13(3), 217–220.
- Cohen, M. R. (2015). [Medication errors: Where did this come from?](#) *Nursing*, 45(3), 72.
- Cooper, G. A. A., Kronstrand, R., & Kintz, P. (2012). [Society of Hair Testing guidelines for drug testing in hair](#). *Forensic Science International*, 218(1), 20–24.
- Cullinan, S., O'Mahony, D., Fleming, A., & Byrne, S. (2014). [A meta-synthesis of potentially inappropriate prescribing in older patients](#). *Drugs & Aging*, 31(8), 631–638.

- Doamekpor, L. A., & Zuckerman, D. M. (2014). Lack of diversity in cancer drug clinical trials may exacerbate racial disparities in mortality rates. *Cancer Epidemiology*, 38(5), 645–646.
- Drach-Zahavy, A., Somech, A., Admi, H., Peterfreund, I., Peker, H., & Priente, O. (2014). (How) do we learn from errors? A prospective study of the link between the ward's learning practices and medication administration errors. *International Journal of Nursing Studies*, 51(3), 448–457.
- Drake, R. E. (2013). A mental health clinician's view of cultural competence training. *Culture, Medicine and Psychiatry*, 37(2), 385–389.
- Drug labelling and pregnancy. (2014). *The Lancet*, 384(9960), 2084.
- Edwards, B., & Chakraborty, S. (2012). Risk communication and pharmaceutical industry: What is the reality? *Drug Safety*, 35(11), 1027–1040.
- Eisenberg, S. (2012). NIOSH safe handling of hazardous drugs guidelines becomes state law. *Journal of Infusion Nursing*, 35(5), 316–319.
- Fleming, S., Brady, A., & Malone, A. (2014). An evaluation of the drug calculation skills of registered nurses. *Nurse Education in Practice*, 14(1), 55–61.
- Giouroukakis, M., & Dryer, M. (2013). Unapproved drugs—The drug information pharmacists' perspective. *Journal of Pharmacy Practice*, 26(2), 112–119.
- Grant, B. (2012). Improving patient satisfaction through medication education. *Nursing*, 42(3), 12–14.
- Hall-Lipsy, E. A., & Chisholm-Burns, M. A. (2010). Pharmacotheapeutic disparities: Racial, ethnic, and sex variations in medication treatment. *American Journal of Health-System Pharmacy*, 67(6), 462–468.
- Hernandez, J., Goeckner, B., & Wanzer, L. (2011). Perioperative pharmacology: Pharmacotherapeutics, pharmacokinetics, and pharmacodynamics. *Association of Operating Room Nurses Journal*, 93(2), 259–269.
- Hunter, T. S., & Tilley, D. S. (2015). A grounded theory study of the process used to negotiate condom use among African-American women: Review of the literature. *Journal of Cultural Diversity*, 22(1), 23–29.
- Jenny, J. L., Jenny, C., Jayadevan, S., Jayakumary, M., Mohamed, A., Arun, S., & Mohamed, F. M. (2012). Nurses opinion on the attributes of polypharmacy in patient safety. *Acta Medica Iranica*, 50(7), 516–521.
- Jones, C. M. (2010). The moral problem of health disparities. *American Journal of Public Health*, 100(S1), S47–S51.
- Kent, J. B., & Oh, R. C. (2010). Complementary and alternative medicine use among military family medicine patients in Hawaii. *Military Medicine*, 175(7), 534–538.
- Kesselheim, A. S., & Avorn, J. (2012). The Food and Drug Administration has the legal basis to restrict promotion of flawed comparative effectiveness research. *Health Affairs*, 31(10), 2200–2205.
- Kubiszyn, T., & Mire, S. S. (2014). A review of recent FDA drug safety communications for pediatric psychotropics. *Journal of Child and Family Studies*, 23(4), 716–727.
- Leufer, T., & Cleary-Holdforth, J. (2013). Let's do no harm: Medication errors in nursing: Part 1. *Nurse Education in Practice*, 13(3), 213–216.
- Molloy, L., Field, J., Beckett, P., & Holmes, D. (2012). PRN psychotropic medication and acute mental health nursing: Reviewing the evidence. *Journal of Psychosocial Nursing & Mental Health Services*, 50(8), 12–15.
- Munro, C. L., & Savel, R. H. (2015). Measles 2015: Why public health matters to critical care. *American Journal of Critical Care*, 24(3), 192–194.
- Nahin, R. L., Dahlhamer, J. M., & Stussman, B. J. (2010). Health need and the use of alternative medicine among adults who do not use conventional medicine. *BMC Health Services Research*, 10, 220–230.
- Patel, N. K., Wood, R. C., & Espino, D. V. (2012). Cultural considerations: Pharmacological and nonpharmacological means for improving blood pressure control among Hispanic patients. *International Journal of Hypertension*, 2012, 1–6.
- Pattison, S. (2013). Religion, spirituality, and health care: Confusions, tensions, opportunities. *Health Care Analysis: HCA*, 21(3), 193–207.
- Schwartz, L. M., & Woloshin, S. (2013). The Drug Facts Box: Improving the communication of prescription drug information. *PNSA*, 110(3), 14069–14074.
- Sequeira, R. P. (2015). Patient safety in medical education: Medication safety perspectives. *Indian Journal of Pharmacology*, 47(2), 135–136.
- Shah, R. B., Desai, S. V., Gajjar, B. M., & Shah, A. M. (2013). Factors responsible for noncompliance to drug therapy in the elderly and the impact of patient education on improving compliance. *Drugs & Therapy Perspective*, 29(11), 360–366.
- Steinfeldt, L., & Hughes, J. (2012). An evidence-based course in complementary medicines. *American Journal of Pharmaceutical Education*, 76(10), 1–10.
- Suryadevara, M., Paton, L., & Domachowske, J. B. (2015). Adolescent immunization: 2015 and beyond. *Pediatric Annals*, 44(4), 82–88.
- Thompson, P. B. (2012). Ethics and risk communication. *Science Communication*, 34(5), 618–641.
- Ward-Abel, N., Vernon, K., & Warner, R. (2014). An exciting era of treatments for relapsing-remitting multiple sclerosis. *British Journal of Neuroscience Nursing*, 10(1), 21–28.

## External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Centers for Disease Control and Prevention (CDC). (n.d.). Retrieved from <http://www.cdc.gov/>
- Cook, M. C. (n.d.). Nurses' six rights for safe medication administration [Blog post]. *Massachusetts Nurses Association*. Retrieved from <http://www.massnurses.org/nursing-resources/nursing-practice/articles/six-rights>
- HealthyPeople. (n.d.). Leading health indicators. Retrieved from <http://www.healthypeople.gov/2020/Leading-Health-Indicators>
- HealthyPeople. (n.d.). Retrieved from [www.healthypeople.gov/](http://www.healthypeople.gov/)
- Institute for Safe Medication Practices. (n.d.). Retrieved from <http://www.ismp.org/>
- The Joint Commission. (2015). 2015 national patient safety goals. Retrieved from [www.jointcommission.org/patientsafety/nationalpatientsafetygoals/](http://www.jointcommission.org/patientsafety/nationalpatientsafetygoals/)

- U. S. Food and Drug Administration. (n.d.). [MedWatch: The FDA safety information and adverse event reporting program](http://www.fda.gov/Safety/MedWatch/default.htm). Retrieved from [www.fda.gov/Safety/MedWatch/default.htm](http://www.fda.gov/Safety/MedWatch/default.htm)
- U.S. Department of Health & Human Services, Agency for Healthcare Research and Quality (AHRQ). (n.d.). [Fact sheets](http://www.ahrq.gov/research/findings/factsheets/index.html). Retrieved from: <http://www.ahrq.gov/research/findings/factsheets/index.html>

## Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

### Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- Montalvo, I. (2007). The National Database of Nursing Quality Indicators (NDNQI). *OJIN: The Online Journal of Issues in Nursing*, 12(3), 6.

### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- [National Heart, Lung, and Blood Institute](http://www.nhlbi.nih.gov/). (n.d.). Retrieved from <http://www.nhlbi.nih.gov/>
- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html) <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

## Unit 1 >> Basic Principles of Pharmacology

### Introduction

The basic principles of pharmacology include pharmacokinetics (what the body does to a drug) and pharmacodynamics (what a drug does to the body). Pharmacology plays a significant role in the nursing profession, so it is extremely important for nurses to understand the actions of the pharmacological agents they will administer to patients in order to intervene appropriately if necessary. By having a thorough understanding of pharmacology, nurses can eliminate possible medication errors in their nursing practices. This unit will review the basic physiologic principles you will use in this course and in your daily practice.

### Learning Activities

#### u01s1 - Studies




APA Citation: [Citing a Book](#)

[Transcript](#)




APA Citation: Citing a Journal Article

 [Transcript](#)



APA Citation: Citing a Web Site

 [Transcript](#)

## Scheduling Your Weekly Workload

At the beginning of your degree program, it can be hard to adjust your busy schedule to make time for coursework. To help you structure your time and meet your coursework due dates, a workload schedule has been created for you. Your workload schedule will not be evaluated by your instructor. It is intended as a guide to help you get a successful start in your journey at Capella. You are encouraged to use your workload schedule as it best suits your individual needs. For example, you may find it helpful to print it and post it somewhere convenient.

At the start of this week, read the [Workload Schedule](#) for Unit 1 and use it to plan your tasks. You are also encouraged to refer to the [Time Management](#) resources for additional support in planning your workload.

## Readings

Use your *Lehne's Pharmacology for Nursing Care* text to complete the following:

- Read Chapter 1, "Orientation to Pharmacology," pages 1–4.
- Read Chapter 4, "Pharmacokinetics," pages 22–42.
- Read Chapter 5, "Pharmacodynamics," pages 44–54.

These chapters will reintroduce basic physiological concepts of pharmacology and get you thinking about drugs in a different light.

Use the Capella University Library to complete the following:

- Read Ward-Abel, Vernon, and Warner's 2014 article, "[An Exciting Era of Treatments for Relapsing-Remitting Multiple Sclerosis](#)," from the *British Journal of Neuroscience Nursing*, volume 10, issue 1, pages 21–28.
- Read Cohen's 2015 article, "[Medication Errors](#)," from *Nursing*, volume 45, issue 3, page 72.
- Read Hernandez, Goeckner, and Wanzer's 2011 article, "[Perioperative Pharmacology: Pharmacotherapeutics, Pharmacokinetics, and Pharmacodynamics](#)," from the *Association of Operating Room Nurses Journal*, volume 93, issue 2, pages 259–266; quiz 267–269.

Use the Internet to view the following website:

- [Institute for Safe Medication Practices](#).

## Multimedia

Click on the following titles to view presentations about APA citations:

- **APA Citation: Citing a Book.**
- **APA Citation: Citing a Journal.**
- **APA Citation: Citing a Web Site.**

Course Resources

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APA Citation: Citing a Book

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APA Citation: Citing a Journal Article

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APA Citation: Citing a Web Site

## u01s2 - Riverbend City: Getting Started



[Riverbend City: Getting Started](#)

[Transcript](#)

Click **Riverbend City: Getting Started** to view the presentation. At several points in this course, you will be asked to visit the Riverbend City simulation. This media piece gives you an introduction to the simulation, both in terms of the narrative and the navigation.

Course Resources

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Riverbend City: Getting Started

## u01s3 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

### Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

### Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

### Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom for storage, as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

### Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

## u01d1 - Basic Principles of Pharmacology

For all discussions throughout the course, please be sure to adhere to the guidelines in the Faculty Expectations message (FEM).

Address the following:

- Think about the daily aspects of your nursing practice.
- Identify and describe the basic principles of pharmacology as they relate to nursing and patient care.
- Discuss how pharmacology impacts your daily practice.

## Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. Remember to provide proper citations for any sources you use to support your assertions.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

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[APA Style and Format](#)

## u01d2 - Medication Errors

One important responsibility nurses have is the administration of medications to patients. Nurses must know and understand the principles involved in the delivery of medications for the treatment of physical and psychological diseases. For this discussion:

- Refer to the journal articles you read for this unit as you explain what are considered medication errors and what can be done to prevent them.
- Be sure to follow the guidelines in the Faculty Expectations message (FEM) as you prepare your post.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Has your peer identified information different from what you identified?

Remember to provide proper citations for any sources you use to support your assertions.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

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## Unit 2 >> Application of Evidence-Based Practice

### Introduction

The ability to apply and evaluate evidence-based practices, principles, models, and pharmacological guidelines and protocols that are commonly used in nursing practice is a critical nursing skill. Understanding how specific protocols and guidelines are developed will aid nurses in treating patients with multiple physiological and psychological conditions. This unit will help you integrate quality sensitive indicators and performance measures with specific pharmacological practices used in the treatment of a variety of conditions.

Nurses must be able to measure outcomes of pharmacological interventions when caring for patients. The effective use of evidence-based practice guidelines, models, and principles is one way that nurses can analyze quality outcomes for pharmacological patient treatments.

## Learning Activities

### u02s1 - Study

## Workload Schedule

Please be reminded that a [Workload Schedule](#) is available in each unit as a guide for your time management.

## Readings

In this unit, we will concentrate on the application of evidence-based practices. While the articles and AHRQ website describe several different topics using evidence-based practices, the assigned textbook readings will apply more to a nursing practice. Use the articles and internet resources to help you answer the discussion questions. Chapters 43, 47, and 48 will get you thinking about drugs related to body systems in preparation for your Unit 3 assignment.

Use your *Lehne's Pharmacology for Nursing Care* text to complete the following:

- Read Chapter 2, "Application of Pharmacology in Nursing Practice," pages 5–15.
- Read Chapter 43, "Review of Hemodynamics," pages 464–469.
- Read Chapter 47, "Drugs for Hypertension," pages 499–515.
- Read Chapter 48, "Drugs for Heart Failure," pages 517–524.

Use the Capella library to complete the following:

- Read Cooper, Kronstrand, and Kintz's 2012 article, "[Society of Hair Testing Guidelines for Drug Testing in Hair](#)," from *Forensic Science International*, volume 218, issue 1, pages 20–24.
- Read Drach-Zahavy et al.'s 2014 article, "[\(How\) Do We Learn From Errors? A Prospective Study of the Link Between the Ward's Learning Practices and Medication Administration Errors](#)," from the *International Journal of Nursing Studies*, volume 51, issue 3, pages 448–457.
- Read Eisenberg's 2012 article, "[NIOSH Safe Handling of Hazardous Drugs Guidelines Becomes State Law](#)," from the *Journal of Infusion Nursing*, volume 35, issue 5, pages 316–319.
- Read Molloy, Field, Beckett, and Holme's 2012 article, "[PRN Psychotropic Medication and Acute Mental Health Nursing: Reviewing the Evidence](#)," from the *Journal of Psychosocial Nursing & Mental Health Services*, volume 50, issue 8, pages 12–15.
- Read Fleming, Brady, and Malone's 2014 article, "[An Evaluation of Drug Calculation Skills of Registered Nurses](#)," from *Nurse Education in Practice*, volume 14, issue 1, pages 55–61.
- Read Bench, Day, and Metcalfe's 2013 article, "[Randomised Controlled Trials: An Introduction for Nurse Researchers](#)," from *Nurse Researcher*, volume 20, issue 5, pages 38–44.
- Read Jenny et al.'s 2012 article, "[Nurses Opinion on the Attributes of Polypharmacy in Patient Safety](#)," from *Acta Medica Iranica*, volume 50, issue 7, pages 516–521.

Use the Internet to complete the following:

- Explore the AHRQ's [Fact Sheets](#). There are facts sheets on a variety of evidence-based practice topics, but pay close attention to those on "Medical Errors and Patient Safety."

## Optional Resources

Use the Internet to complete the following optional activities:

- Explore [HealthyPeople](#).
- Explore the [National Heart, Lung, and Blood Institute](#) website.

### u02s2 - Assignment Preparation

For your first assignment, due in Unit 3, you will examine a pharmacological treatment for a selected disease or health condition. Please start thinking about which disease or health condition you would like to write about. Use time this week to gather information about your selected disease or health condition. Please see the full instructions in Unit 3 and refer to the Pharmacological Treatments Scoring Guide to learn how you will be graded.



## u02d1 - Evidence-Based Practice

Nurses must be able to understand the application of evidence-based research in their nursing practices. This type of research requires nurses to evaluate outcomes while using evidence-based practices. The readings in this unit demonstrate that evidence-based practice is part of nearly everything we do in nursing and they are meant to have you think about it from many angles. After reading about the use of evidence-based research in nursing, respond to the following with the FEM guidelines in mind:

- Describe an example of how you currently use evidence-based practice in your workplace.
- Offer a rationale for this practice.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Remember to provide proper citations for any sources you use to support your assertions.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

## u02d2 - Pharmacological Protocols and Guidelines

For this discussion:

- Consider the different groups of patients to whom you provide nursing care, and the setting in which you generally work—telemetry, orthopedics, medical-surgical floor, ICU, et cetera.
- Identify the setting and the groups of patients in this setting.
- Identify a specific disease or condition you have worked with in the past and discuss the current pharmacological treatments used.
  - Is it an evidence-based therapy?
  - If not, describe the possible medication errors, as outlined in the Drach-Zahavy et al. article or the information on the AHRQ website (linked in Resources).
- Describe the protocols, guidelines, and evidence-based practices that are in place in your current or past workplace (be sure to maintain confidentiality of your workplace) to assist nurses in evaluating quality patient outcomes.
- Be sure to follow the FEM guidelines as you prepare your post.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Discuss the similarities and differences among the protocols, guidelines, and evidence-based practices used in your workplace and those in your peer's workplace. Remember to provide proper citations for any sources you use to support your assertions.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

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[\(How\) Do We Learn from Errors? A Prospective Study of the Link Between the Ward's Learning Practices and Medication Administration Errors](#)

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[Fact Sheets](#)

## Introduction

In this unit, you will explore the different categories of major drugs that are used in the treatment of primary diseases. The same drug may be used to treat more than one disease or condition, while two patients with the same disease may require different drug treatments. The professional nurse must be aware of what can influence a patient's response to a drug. Some things are obvious—other medications, for example—while some are less so. Influences like age, weight, herbs, even foods people eat every day, can have an influence on how a patient will respond to a particular drug. At times, even a strong cultural belief can influence how a drug will react with a patient. Nurses who administer drugs have a responsibility to assess patients for the desired response as well as any unwanted and potentially harmful reactions that may occur. As you move through this unit, consider the variety of situations that could occur with patients of different ages and cultural backgrounds. If these situations happened in your nursing practice, what would you do?

## Learning Activities

### u03s1 - Studies

## Workload Schedule

Please be reminded that a [Workload Schedule](#) is available in each unit as a guide for time management.

## Readings

In this unit we will continue to explore disease processes and the drugs used to treat them. You will be selecting diseases and drugs listed in one of these chapters. If you want to discuss a drug not mentioned in one of these chapters, please consult with your instructor.

Use your *Lehne's Pharmacology for Nursing Care* text to complete the following:

- Read Chapter 21, "Drugs for Parkinson's Disease," pages 176–189.
- Read Chapter 23, "Drugs for Multiple Sclerosis," pages 199–210.
- Read Chapter 31, "Antipsychotic Agents and Their Use in Schizophrenia," pages 317–338.
- Read Chapter 32, "Antidepressants," pages 339–363.
- Read Chapter 50, "Prophylaxis of Atherosclerotic Cardiovascular Disease: Drugs That Help Normalize Cholesterol and Triglyceride Levels," pages 556–557.
- Read Chapter 57, "Drugs for Diabetes Mellitus," pages 667–698.
- Read Chapter 58, "Drugs for Thyroid Disorders," pages 703–713.
- Read Chapter 76, "Drugs for Asthma and Chronic Obstructive Pulmonary Disease," pages 918–935.

Use Capella library to complete the following:

- Read Patel, Wood, and Espino's 2012 article, "[Cultural Considerations: Pharmacological and Nonpharmacological Means for Improving Blood Pressure Control Among Hispanic Patients](#)," from the *International Journal of Hypertension*, pages 1–6.
- Read Leufer and Cleary-Holdforth's 2013 article, "[Let's Do No Harm: Medication Errors in Nursing. Part 1](#)," from *Nurse Education in Practice*, volume 13, issue 3, pages 213–216.

## Optional Resources

- Read Montalvo's 2007 article, "The National Database of Nursing Quality Indicators (NDNQI)," from *OJIN: The Online Journal of Issues in Nursing*, volume 12, issue 3, page 6.

### u03s2 - Assignment Preparation

For your second assignment, due in Unit 5, you will be creating a patient education sheet. You should begin the following action items this week:

- Review the Unit 5 assignment instructions and select a topic. You can either choose one of the examples in the assignment or select your own. Use time this week to gather information for this assignment.
- Review the Patient Education Sheet Scoring Guide to learn how you will be graded.
- Start brainstorming ideas for your education sheet.

## u03a1 - Pharmacological Treatments

For this assignment, you will select and examine a disease or health condition that requires a pharmacological intervention. You may choose any disease or health condition you wish, but the disease or health condition must be relevant to nurses in a variety of settings (for example, the E.R., pediatrics, public health). Once you have selected and identified a disease or health condition, identify the areas where nurses are likely to see the disease or health condition.

### Instructions

- Identify the disease or health condition.
- Describe the health issues or symptoms associated with the condition.
- Identify drugs most often used in the treatment of the condition.
- Explain the types of actions, side effects, indications, and contraindications that could be expected from this pharmacological treatment.
- Describe the treatment regime (including pharmacology) that is most often prescribed for this condition.
- Explain how this treatment regime, including pharmacology, impacts a client's lifestyle (including financials; ease of administration: complexity, how hard are instructions to understand, frequency; length of medication).
  - Are there any controversies related to the medication? For example, is there a black box warning with this medication?
- Describe how a nurse should monitor a client being treated for this condition to obtain a quality patient outcome.

### Additional Requirements

- **Length of paper:** Be as specific as possible, but try to limit this assignment to no more than 4 pages, not including title page and reference page.
- **References:** Support your plan with references to at least two resources, in which one resource should be outside the required readings for this course.
- **Formatting:** Follow proper APA style and formatting.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

**Portfolio Prompt:** You are required to save this learning activity to your ePortfolio.

Course Resources

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[APA Style and Format](#)

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[ePortfolio](#)

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[Writing Feedback Tool](#)

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[How to Search the Library: The Basics](#)

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[Nursing \(BSN\) Library Research Guide](#)

## u03d1 - Pharmacology and Psychopharmacology

Nurses must have specific knowledge when administering medications to patients. Each category of medication has its own unique indications, interactions, and contraindications. All of these need to be monitored before and after administering a medication. For this discussion:

- Select a high-risk medication that you administer in your current practice and which is prescribed for one of the health conditions you read about this week. Assume you are starting a patient on this medication for the first time.
  - If you were initiating treatment with this drug on a patient, what will the patient need to know from a safety perspective?
- List the drug, its indication, and three safety tips you would want to cover during education for the initial dose.
- Remember to follow the guidelines in the FEM as you prepare your post.

As an example, consider the following:

A newly diagnosed Parkinson's patient has been started on Levodopa therapy for treatment. The patient has asked for information on his diet while taking this drug, and what it means when the physician tells him that he will have to take a "drug holiday" at times. How should a nurse answer his questions? What specific information would a nurse give him regarding his treatment, diet, and drug holiday?

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Please choose posts that have had few responses thus far. What can you add to your peer's recommendations? If you use outside sources to support your assertions, remember to include proper citations.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

## Unit 4 >> Patient Safety and Quality Outcomes

### Introduction

Do any of these statements sound familiar?

"I felt better right away, so I did not think I had to take the rest of the medicine."

"Every time I took it, I threw up, so I just did not take it anymore."

"I lost my health insurance a couple of months ago and cannot afford my medication all the time. I take it when I can afford to buy it. It is better than nothing, right?"

In addition to administering medications, nurses are assigned the responsibility of educating patients about the proper use of the medications that have been prescribed for them. Not an easy task! With all the demands on a nurse's time, it is easy to fall into a habit of reciting instructions without taking the time to make sure those instructions have been understood. When considering patient education, you have to understand the differences between drug reactions, interactions, allergies, and individual variations in drug responses.

In order to promote better patient safety and quality outcomes, the instructions that nurses provide must be patient-centered and clearly understood. Proper education helps patients to learn about their medications and how to take them correctly, to avoid potentially harmful errors or drug interactions, and to have the desired quality outcome.

In this unit, we will look at medication errors in relation to patient safety. Medication errors can occur at any point in the drug administration process. Nurses can be the last person who touches a medication before the patient actually takes it, so it is vital to be familiar with the process of administration and to evaluate any discrepancies.

The activities in this unit will allow you to identify sound strategies associated with safe medication practices, to develop methods to educate patients, and to assess the impact of National Patient Standards on patient outcomes and safe nursing practices.

### Learning Activities

#### u04s1 - Studies

## Workload Schedule

Please be reminded that a [Workload Schedule](#) is available in each unit as a guide for time management.

## Readings

One of the most important issues in this course is that of patient safety. The nurse must be able to understand and articulate the meaning and differences between drug interactions, adverse drug reactions, and individual variations in drug responses as they relate to patients and potential medication errors. The chapter on poisoning is important since any drug can be a poison if used on the wrong patient or administered incorrectly.

Use your *Lehne's Pharmacology for Nursing Care* text to complete the following:

- Read Chapter 6, "Drug Interactions," pages 55–61.
- Read Chapter 7, "Adverse Drug Reactions and Medication Errors," pages 62–70.
- Read Chapter 8, "Individual Variation in Drug Responses," pages 73–79.
- Read Chapter 109, "Management of Poisoning," pages 1330–1335.

Use the Capella library to complete the following:

- Read Anderson and Townsend's 2015 article, "[Preventing High-Alert Medication Errors in Hospital Patients](#)," from *American Nurse Today*, volume 10, issue 5, pages 18–23.
- Read Cadwell and McDaniel Hohenhaus's 2011 article, "[Medication Errors and Secondary Victims](#)," from the *Journal of Emergency Nursing*, volume 37, issue 6, pages 562–563.
- Read Clearly-Holdforth and Leufer's 2013 article, "[The Strategic Role of Education in the Prevention of Medication Errors in Nursing: Part 2](#)," from *Nurse Education in Practice*, volume 13, issue 3, pages 217–220.
- Review Cohen's 2015 article, "[Medication Errors: Where Did This Come From?](#)," from *Nursing*, volume 45, issue 3, page 72.
- Read Sequeira's 2015 article, "[Patient Safety in Medical Education: Medication Safety Perspectives](#)," from the *Indian Journal of Pharmacology*, volume 47, issue 2, pages 135–136.

Use the Internet to view the following:

- Cook's "[Nurses' Six Rights for Safe Medication Administration](#)" from the *Massachusetts Nurses Association*.
- The Joint Commission's [2015 National Patient Safety Goals](#).
- The FDA's [MedWatch: The FDA Safety Information and Adverse Event Reporting Program](#).
- [Institute for Safe Medication Practices](#) website.

## u04s2 - Assignment Preparation

Continue to work on your Unit 5 assignment, Patient Education Sheet. Action items for this week include:

- Research current articles (within the last five years) that focus on your selected medication.
- Take notes from the research and prioritize the categories to feature on your patient education sheet.
- Spend time writing Part 2 of the assignment, which is your justification of information.
- Make sure to use Capella's Writing Center resources if needed.
- Create your patient education sheet, making sure to tailor it to your targeted audience.
- Double-check the Patient Education Sheet Scoring Guide to ensure you have addressed all the required criteria for this assignment.

Course Resources

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[Capella Writing Center](#)

## u04d1 - Safe Medication Practices

For this discussion, review this week's Internet resources (linked in Resources) and answer the following questions:

- What do the websites have in common and how do they take different approaches to providing information to health care workers about improving patient safety?
- Which of these sites would you be most likely to consult for policy development or education on safe medication administration for your current practice? Why?

Support your position with properly cited references from this week's readings. Remember to refer to the FEM as you prepare your post.

## Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. If you use outside sources to support your assertions, remember to include proper citations.

Undergraduate Discussion Participation Scoring Guide

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[Nurses' Six Rights for Safe Medication Administration](#)

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[2015 National Patient Safety Goals](#)

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[MedWatch: The FDA Safety Information and Adverse Event Reporting Program](#)

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[Institute for Safe Medication Practices](#)

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## u04d2 - Patient Rights

Many of us were taught that there were five rights of patient medication. Now, depending on which textbook or website you reference, there are six, seven, and even eight rights. For this discussion, respond to the following with the FEM guidelines in mind:

Does increasing the number of patient rights make it easier or harder to ensure patients receive the medications that are ordered in a safe, effective manner?

- Describe the version of the rights of patient medication you would find the most effective and describe the rationale for this choice.
- Review the "Nurses' Six Rights for Safe Medication Administration."
  - Do you agree with the author's points on medication safety?
  - Incorporate this into your decision of the patient's medication rights. Support your position with references from this week's readings as well as outside sources as needed.

## Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. If you use outside sources to support your assertions, remember to include proper citations.

Undergraduate Discussion Participation Scoring Guide

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[Nurses' Six Rights for Safe Medication Administration](#)

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## Unit 5 >> Communication Practices

### Introduction

Have you ever played the game Telephone? No matter how simple the original message, it is barely recognizable by the time it reaches the last player. While this makes for great fun at parties, miscommunication in the world of nursing can have harmful, even lethal, consequences.

Nurses need to use effective communication strategies and guidelines at all times, but especially when it comes to administering medications. Not only do nurses need to communicate with their patients, they must also communicate effectively with other nurses, in other areas or facilities. This unit explores regulatory guidelines involved with pharmacology and nursing, and offers you the opportunity to analyze and evaluate different communication formats used in nursing practice.

### Learning Activities

## u05s1 - Studies

## Workload Schedule

Please be reminded that a [Workload Schedule](#) is available in each unit as a guide for time management.

## Readings

In this unit, the focus is on effective communication among nursing staff and patients. These articles will help you have more insight into important communication considerations when working with the high volume, high risk world of medication administration.

Use the Capella library to complete the following:

- Read Anthony, Wiencek, Bauer, Daly, and Anthony's 2010 article, "[No Interruptions Please: Impact of a No Interruption Zone on Medication Safety in Intensive Care Units](#)," from *Critical Care Nurse*, volume 30, issue 3, pages 21–29.
- Read Edward and Chakraborty's 2012 article, "[Risk Communication and Pharmaceutical Industry: What Is the Reality?](#)," from *Drug Safety*, volume 35, issue 11, pages 1027–1040.
- Read Kubiszyn and Mire's 2014 article, "[A Review of Recent FDA Drug Safety Communications for Pediatric Psychotropics](#)," from the *Journal of Child and Family Studies*, volume 23, issue 4, pages 716–727.
- Read Schwartz and Woloshin's 2013 article, "[The Drug Facts Box: Improving the Communication of Prescription Drug Information](#)," from *PNSA*, volume 110, issue 3, pages 14069–14074.
- Read Thompson's 2012 article, "[Ethics and Risk Communication](#)," from *Science Communication*, volume 34, issue 5, pages 618–641.
- Read Grant's 2012 article, "[Improving Patient Satisfaction Through Medication Education](#)," from *Nursing*, volume 42, issue 3, pages 12–14.
- Read Carr and DeKemel-Ichikawa's 2012 article, "[Improving Communication Through Accent Modification: Growing the Nursing Workforce](#)," from the *Journal of Cultural Diversity*, volume 19, issue 3, pages 79–84.

Use the Internet to complete the following:

- Review the Joint Commission's [2015 National Patient Safety Goals](#).
- Review the FDA's [MedWatch](#).

### u05s2 - Assignment Preparation

Action items for this week include:

- Continue to work and edit your patient education sheet, which is due this week.
- Prepare for your Unit 6 assignment, Communication:
  - Reflect on your own nursing practice and how you communicate with other members of your team, and with your patients.
  - Take some time this week to review the Unit 6 assignment instructions and the scoring guide to learn how you will be graded.
  - Start brainstorming ideas for this assignment.

### u05a1 - Patient Education Sheet

This assignment consists of two important techniques needed to ensure patient safety and quality outcomes related to pharmacological therapies. For this assignment, assume your supervisor has asked you to develop a patient education tool for new "medication starts" in your current area of practice. You will complete a literature search in order to discover current information (less than 5 years old) on the medication. This information will then be utilized to prepare a single-page, evidence-based teaching tool that highlights patient safety. In the second part of the assignment, you will describe the process of creating the tool, based on your findings, in a short, scholarly report.

## Instructions

### Part 1: Patient Education Sheet

- Create a patient education sheet. You can either choose an idea from below or choose your own topic:
  - Antibiotics (Amoxil/Amoxicillin) for pediatric ear infections.
  - Statin therapy (Zocor/Simvastatin) for a newly diagnosed patient with hypercholesterolemia.

- Antihypertensive (ACE Inhibitors/Lisinopril/Zestril) for a patient who was discovered to have hypertension at a work health screening.
- Drugs for treating gastric acidity: Proton pump inhibitors/antacids/H2 blockers for a patient complaining of chronic indigestion and heart burn.
- Ear drops or eye drops for an elderly patient.
- Any newly released medication for a patient in your typical practice (can be a new drug for diabetes, hypertension, or arthritis; or a new antibiotic).
- Research the medication you have chosen and determine what information needs to be included on a patient education sheet. As you are aware, different drugs have different safety factors that have to be discussed to increase compliance and patient safety.
  - What information does the patient or caretaker of a patient need to know?
  - Choose the categories that you feel are the most important to highlight for your patients (remember that you are creating a *single-page* education sheet.)
    - Limit yourself to 3–5 categories to improve patient understanding. Examples of categories could include, but are not limited to, common indications, side effects, questions to ask your doctor, contraindications, and drug storage and disposal.
    - Use pictures that help reinforce education.
- Attach the patient education sheet as an appendix to your paper or attach it as a separate document.

## Part 2: Justification of Information

- Justify why you decided to highlight your specific educational topics.
- Describe your chosen categories and explain why you felt these were key issues for patient safety.
- Discuss any consideration to the patient's cultural needs that were incorporated into the design of the patient education sheet.
- Explain why you feel those format or design elements were important.

## Additional Requirements

- **Length of patient education sheet:** 1 page.
- **Length of justification paper:** 2–3 pages.
- **References:** Support your decisions with references to this week's readings and other current (less than 5 years old) peer-reviewed journal articles and evidence-based materials. Demonstrate your understanding of the relationship between patient safety, quality outcomes, and pharmacology.
- **Formatting:** Follow proper APA style and formatting.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

**Portfolio Prompt:** You are required to save this learning activity to your ePortfolio.

### Course Resources

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[APA Style and Format](#)

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[ePortfolio](#)

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[Writing Feedback Tool](#)

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[How to Search the Library: The Basics.](#)

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[Nursing \(BSN\) Library Research Guide](#)

## u05d1 - Communication Tools

For this discussion:

- Identify and describe the different types of communication tools that you use in your workplace when administering medication to patients.
  - How do these tools facilitate effective communication and eliminate medication errors? For example, how does the Pyxis machine provide effective communication?
  - How do these tools promote patient safety?
  - Are there potential barriers to the effective use of these tools?
- Support your response with references to this week's readings.



- Remember to follow the guidelines in the FEM.

## Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. Are the tools identified similar, or did your peer identify tools that you do not use in your workplace? Are these tools truly an effective way to communicate when administering, ordering, or counting pharmacological agents? Explain. If you use outside sources to support your assertions, remember to include proper citations.

### Course Resources

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#### Undergraduate Discussion Participation Scoring Guide

## Unit 6 >> Pharmacology and Cultural Competence

### Introduction

Shifting demographics in the United States has had a tremendous impact on the delivery of health care, and on health care professionals. The populations of non-European Americans continue to grow, as does the number of elderly Americans. It is important for all health care professionals, especially nurses, to be aware of the health care practices that are preferred by the people they serve. Not all clients will be comfortable with Western methods of treatment, and nurses need to respect the differences in their patients' values and beliefs in order to provide safe, quality care, and make a difference in the outcomes of vulnerable populations.

There are many situations in which a nurse may appear to lack cultural sensitivity without realizing it and without intending to offend anyone. As you complete this unit, reflect on times in your own nursing practice when you may have made assumptions about a patient or a patient's beliefs. What strategies can help prevent cultural barriers? How can developing cultural competence help promote effective health and wellness programs, and eliminate health disparities among diverse populations?

### Learning Activities

#### u06s1 - Studies

## Workload Schedule

Please be reminded that a [Workload Schedule](#) is available in each unit as a guide for time management.

## Readings

When considering cultural competency, the nurse must consider how cultural beliefs and practices (including complementary and alternative treatments) can influence a patient's willingness to adhere to prescriptions. In this unit, we will review vitamins and weight-loss drugs which, since they are often purchased over the counter, are not always considered medications by patients.

Use your Lehne's *Pharmacology for Nursing Care* text to complete the following:

- Read Chapter 108, "Complementary and Alternative Therapy," pages 1319–1329.
- Read Chapter 81, "Vitamins," pages 987–990.
- Read Chapter 82, "Drugs for Weight Loss," pages 996–1000.

Use the Capella library to complete the following:

- Read Pattison's 2013 article, "[Religion, Spirituality, and Health Care: Confusions, Tensions, Opportunities](#)," from *Health Care Analysis: HCA*, volume 21, issue 3, pages 193–207.
- Read Hunter and Tilley's 2015 article, "[A Grounded Theory Study of the Process Used to Negotiate Condom Use Among African-American Women: Review of the Literature](#)," from the *Journal of Cultural Diversity*, volume 22, issue 1, pages 23–29.
- Read Steinfeldt and Hughes's 2012 article, "[An Evidence-Based Course in Complementary Medicines](#)," from the *American Journal of Pharmaceutical Education*, volume 76, issue 10, pages 1–10.
- Read Drake's 2013 article, "[A Mental Health Clinician's View of Cultural Competence Training](#)," from *Culture, Medicine and Psychiatry*, volume 37, issue 2, pages 385–389.

- Read Nahin, Dahlhamer, and Stussman's 2010 article, "[Health Need and the Use of Alternative Medicine Among Adults Who Do Not Use Conventional Medicine](#)," from *BMC Health Services Research*, volume 10, pages 220–230.

## u06s2 - Riverbend City: Cultural Competence and Pharmacology



[Riverbend City: Cultural Competence and Pharmacology Mission](#)

 [Transcript](#)

Click **Riverbend City: Cultural Competence and Pharmacology Mission** to view the presentation.

Course Resources

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Riverbend City: Cultural Competence and Pharmacology Mission

## u06s3 - Assignment Preparation

Action items for this week include:

- Continue to work on the assignment, Communication, which is due this week.
- Prepare for the Unit 7 assignment, Health Disparities. For this assignment, you will be examining a health disparity for a population of your choice. You will want to start thinking about what population you would like to focus on for this assignment. Use time this week to do the following:
  - Review the Health Disparities assignment instructions and scoring guide to see how you will be graded.
  - Start researching current, academic sources on your featured population and pharmacological treatment regimens. Please use library guides if you need help.

Course Resources

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[How to Search the Library: The Basics.](#)

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[Nursing \(BSN\) Library Research Guide](#)

## u06a1 - Communication

The Riverbend City mission in this unit illustrated the importance of effective communication. For this assignment, describe two strategies that you use in your nursing practice to effectively communicate with other members of your team, and with your patients.

## Instructions

- Describe two strategies that are used in your nursing practice to effectively communicate with members of your team and with your patients.
- Explain how the communication strategies reflect your knowledge of pharmacology policies and procedures, protocol, practice standards, and regulatory guidelines.
- Explain how the communication strategies demonstrate respect for others and cultural competence.
- Explain how the communication strategies ensure patient safety with regard to the delivery of pharmacological agents

## Additional Requirements

- **Length of paper:** No more than 3 pages, not including the title page and reference page.
- **References:** At least two scholarly references, including this week's reading assignment.
- **Formatting:** Follow proper APA style and formatting.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

**Portfolio Prompt:** You are required to save this learning activity to your ePortfolio.

Course Resources

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[APA Style and Format](#)

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[ePortfolio](#)

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[Writing Feedback Tool](#)

### u06d1 - Pharmacology and Cultural Competence

Cultural sensitivity and cultural competence are important aspects of the care nurses provide and they are vital components in the nurse-client relationship. For this discussion:

- Describe the type of training offered in your workplace to promote cultural competence.
  - How has this training helped you to provide quality care for patient populations with different types of health disparities?
  - How has the training helped you specifically with the pharmacological aspects of the care you provide?
  - Are there other types of training that you feel would be beneficial with regard to cultural competence?
- Support your observations with references in the current scholarly literature and the reading assignments for this unit.
- Follow the guidelines in the FEM as you prepare your post.

## Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. How is the training at his or her workplace similar or different from the training provided at your workplace? Are there aspects of your peer's training that you think would be useful for you?

If you use outside sources to support your assertions, remember to include proper citations.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

## Unit 7 >> Health Disparities

### Introduction

"The term *health disparities* refers to population-specific differences in the presence of disease, health outcomes, quality of health care, and access to health care services that exist across racial and ethnic groups" (CAS, para. 1). There are many factors contributing to health disparities—access to care, quality of care, genetics, personal behaviors—and these factors are generally associated with racial and ethnic groups. But health disparities also exist for those with low incomes, people living with disabilities, and residents of rural areas where medical care is not available.

Because health disparities truly are a matter of life and death, they have become a focus for state and federal governments, cultural organizations, and the health care community.

This unit examines health disparities related to cancer, diabetes, and hypertension, the groups most at risk, and the pharmacological treatments for these diseases. Understanding the implications of health disparities can help nurses deliver quality care to all their patients.

#### Reference

Community Access Services. (n.d.). Health disparities. Retrieved from <http://www.caswny.org/Resources/HealthDisparities>

### Learning Activities

#### u07s1 - Studies

## Workload Schedule

Please be reminded that a [Workload Schedule](#) is available in each unit as a guide for time management.

## Readings

Antibiotics are some of the most expensive medications—and the ones that provide the most visible, direct benefit to patients. This week's chapters examine many of the classes of common antibiotics. Those patients who are uninsured or underinsured may not take them as prescribed because they suddenly "feel better," cannot afford them, or do not understand them.

Use your *Lehne's Pharmacology for Nursing Care* text to complete the following:

- Read Chapter 83, "Basics of Antimicrobial Therapy," pages 1001–1006.
- Read Chapter 84, "Drugs That Weaken the Bacterial Wall I: Penicillins," pages 1015–1017.
- Read Chapter 86, "Bacteriostatic Inhibitors of Protein Synthesis: Tetracyclines, Macrolides, and Others," pages 1037–1047.
- Read Chapter 87, "Aminoglycosides: Bactericidal Inhibitors of Protein Synthesis," pages 1050–1056.
- Read Chapter 91, "Miscellaneous Antibacterial Drugs: Fluoroquinolones, Metronidazole, Daptomycin, Rifampin, Rifaximin, Bacitracin, and Polymyxins," pages 1086–1091.

Use the Capella library to complete the following:

- Read Braveman, Cubbin, Egerter, Williams, and Pamuk's 2010 article, "[Socioeconomic Disparities in Health in the United States: What the Patterns Tell Us](#)," from the *American Journal of Public Health*, volume 100, supplement 1, pages S186–S196.
- Read Hall-Lipsy and Chisholm-Burns's 2010 article, "[Pharmacotherapeutic Disparities: Racial, Ethnic, and Sex Variations in Medication Treatment](#)," from the *American Journal of Health-System Pharmacy*, volume 67, issue 6, pages 462–468.
- Read Shah, Desai, Gajjar, and Shah's 2013 article, "[Factors Responsible for Noncompliance to Drug Therapy in the Elderly and the Impact of Patient Education on Improving Compliance](#)," from *Drugs & Therapy Perspective*, volume 29, issue 11, pages 360–366.
- Read Jones's 2010 article, "[The Moral Problem of Health Disparities](#)," from the *American Journal of Public Health*, volume 100, supplement 1, pages S47–S51.
- Read Kent and Oh's 2010 article, "[Complementary and Alternative Medicine Use Among Military Family Medicine Patients in Hawaii](#)," from *Military Medicine*, volume 175, issue 7, pages 534–538.

Use the Internet to complete the following:

- Review [Leading Health Indicators](#) on the Healthy People website. You will use this information in the unit discussion.

#### u07a1 - Health Disparities

As you think about the patients you currently serve or hope to work with in the future, it is important to be aware of the health disparities some populations experience. In this assignment, you will examine health disparities for a population of your choice and then offer a community-based approach to improve patient outcomes. When selecting your population, consider aspects of culture, geographical area, generational factors, and any other factors that might be considered outside the perspective of the majority population. Describe the types of health disparities for this group, and then select one health care concern to focus on for the rest of the assignment. For example, the elderly might be your population and the health care concern could be heart disease.

## Instructions

- Specify the selected population.
- Identify the types of health disparities for this group and select one health care concern to focus on for this assignment.

- Distinguish factors that create health disparities for this population.
  - Why does this group have health disparities?
- Describe the identified health concern for this population as well as the pharmacological treatment for the condition.
- Describe and discuss how the cultural values, socio-economic status, and traditional beliefs and practices impact the acceptance of pharmacological treatment for this identified health concern.
- Offer at least one strategy for a community-based approach to improve the current pharmacological treatment regimens for this population.
  - What types of community outreach programs could be consulted to effectively reach your target population?
  - Are there education, access, or other issues that community programs could help address?
- Discuss why you believe this strategy would be effective. Support your rationale with references from at least three resources, at least two of which must be from resources not required for this course.

## Additional Requirements

- **Length of paper:** 3–4 pages, not including title page and reference page.
- **References:** At least three resources, two of which must be from resources not required for this course.
- **Formatting:** Follow proper APA style and formatting.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

**Portfolio Prompt:** You are required to save this learning activity to your ePortfolio.

Course Resources

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[APA Style and Format](#)

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[ePortfolio](#)

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[Writing Feedback Tool](#)

## u07d1 - Health Disparities

For this discussion:

- Review Leading Health Indicators on the HealthyPeople website.
- Select one of the health indicators and respond to the following:
  - How prevalent is this issue in your community or workplace?
  - What community health promotion strategies are in place to assist with this issue?
  - What pharmacological agents are typically used to treat the issue? Is there a particular procedure performed in conjunction with the drugs?
  - How do you educate the group of patients?
  - What cultural factors or barriers contribute to the group's health disparity?
  - Are the outcomes being measured? If so, how? If not, how might they be measured?
- Support your observations and strategies with information found in this week's reading assignment and the scholarly literature.
- Remember to follow the FEM guidelines as you prepare your post.

For instance, obesity is one of the major health disparities that nurses encounter in their practices today.

- Considering the patient population you care for, is obesity a common health concern among a specific group?
  - What type of pharmacological agents do you typically administer as part of the treatment for obesity?
  - Is there a particular procedure performed in conjunction with the drugs?
  - How do you educate this group of patients?
  - What cultural factors or barriers contribute to obesity in this group?

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Try to respond to a peer who selected a health indicator other than yours. Discuss the similarities and differences in your communities. What interventions would you suggest to improve the situation? If you use outside sources to support your assertions, remember to include proper citations.

Leading Health Indicators

## Unit 8 >> Clinical Application and Pharmacology

### Introduction

The world of pharmacology is ever changing. Medications that are thought to be safe and effective one day may be shown to be harmful the next. What is the role and responsibility of nurses in researching the pharmacological agents they administer? What types of guidelines and protocols are used to guide nurses in their pharmacological practices?

In this unit, in addition to pharmacology, we will examine the immune system as it relates to immunizations and immunosuppressants. Volume status and diuretics will also be explored.

### Learning Activities

#### u08s1 - Studies

## Workload Schedule

Please be reminded that a [Workload Schedule](#) is available in each unit as a guide for time management.

## Readings

In this unit, we examine diuretics, volume expanders, and electrolytes, all commonly given medications. In preparation for your possible Unit 9 topic choices, we are reviewing the immune system and drugs for immunization, and, conversely, immunosuppressants.

Use your *Lehne's Pharmacology for Nursing Care* text to complete the following:

- Read Chapter 41, "Diuretics," pages 447–456.
- Read Chapter 42, "Agents Affecting the Volume and Ion Content of Body Fluids," pages 459–463.
- Read Chapter 67, "Review of the Immune System," pages 806–815.
- Read Chapter 68, "Childhood Immunizations," pages 817–832.
- Read Chapter 69, "Immunosuppressants," pages 834–840.

Use the Capella library to complete the following:

- Read Suryadevara, Paton, and Domachowske's 2015 article, "[Adolescent Immunization: 2015 and Beyond](#)," from *Pediatric Annals*, volume 44, issue 4, pages 82–88.

#### u08s2 - Assignment Preparation

For your last assignment, due in Unit 9, you will be creating a PowerPoint presentation focused on a current controversy within the field of pharmacology. Take time this week to do the following:

- Review the Unit 9, Issues in Pharmacology: A Nursing Perspective assignment instructions and scoring guide to see how you will be graded.
- Select a topic for your presentation.
- Start researching current academic articles to help you create the PowerPoint presentation.
- Review [Guidelines for Effective PowerPoint Presentations \[PPTX\]](#).

## u08d1 - Scope of Practice

As discussed previously in this course, the administration of medications is primarily the responsibility of the nurse. For this discussion, address the following, keeping the FEM guidelines in mind:

- Think about your own nursing practice. Can you think of a pharmacological agent that requires a second nurse to verify the medication and dosage before it can be administered to the patient?
  - How is this typically done?
  - What is the rationale for this process?
  - Do you find that your coworkers implement this practice as ordered, or are shortcuts and work-arounds used to provide "lip service" compliance?
  - What are the potential problems with these work-arounds?

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Are you familiar with the medication your peer identified? Do you think the safeguards that have been put in place are sufficient? What is your opinion regarding the identified medication and how it is administered? If you use outside resources to support your assertions, remember to include proper citations.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

## u08d2 - Sensitivity Reports

For this discussion, respond to the following:

- How does your current workplace define the responsibilities of a nurse regarding antibiotics sensitivity and resistance to an organism?
- Do you think that the identification of a culture and sensitivity reports should be part of a nurse's responsibility?

Support your position with references and remember to follow the FEM guidelines as you prepare your post.

## Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. What similarities and differences are there in the way that sensitivity reports are handled? Do you agree or disagree with how your peer believes sensitivity reports should be handled? Explain. If you use outside sources to support your assertions, remember to include proper citations.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

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[APA Style and Format](#)

## Unit 9 >> Research and Pharmacology

### Introduction

Professional nursing practice is based on knowledge—knowledge that comes from research. The research that a nurse does can provide strategies to better communicate with patients, and answers to any number of questions: What are the most effective pharmacological agents to treat hypertension in an elderly Latino patient? How do home visits benefit the family of a child with a severe chronic illness? Are there new pharmacological treatments for mental illness?

Health care is in a constant state of change. Research helps nurses understand what those changes are, and build on their knowledge base as they continue to provide quality care to their patients. Drug regulation sets the laws for research and development. Fertility drugs, biologics, terrorism drugs, and chemotherapy have all been the subject of research and development studies.

## Learning Activities

### u09s1 - Studies

## Workload Schedule

Please be reminded that a [Workload Schedule](#) is available in each unit as a guide for time management.

## Readings

In discussing research, your chapter readings this week include how a chemical becomes a drug. The other chapters in this section discuss infertility and chemotherapy, both highly researched categories of medications. The use and abuse of antiseptics and biologics offer a review on these types of medications.

Use your *Lehne's Pharmacology for Nursing Care* text to complete the following:

- Read Chapter 3, "Drug Regulation, Development, Names, and Information," pages 14–21.
- Read Chapter 63, "Drug Therapy of Infertility," pages 769–775.
- Read Chapter 96, "Antiseptics and Disinfectants," pages 1175–1181.
- Read Chapter 101, "Basic Principles of Cancer Chemotherapy," pages 1206–1218.
- Read Chapter 110, "Potential Weapons of Biologics, Radiologic, and Chemical Terrorism," pages 1336–1344.

Use the Capella library to complete the following:

- Read Doamekpor and Zuckerman's 2012 article, "[Lack of Diversity in Cancer Drug Trials May Exacerbate Racial Disparities in Mortality Rates](#)," from *Cancer Epidemiology*, volume 38, issue 5, pages 645–646.
- Read Giouroukakis and Dryer's 2013, "[Unapproved Drugs—The Drug Information Pharmacists' Perspective](#)," from the *Journal of Pharmacy Practice*, volume 26, issue 2, pages 112–119.
- Read Kesselheim and Avorn's 2012 article, "[The Food and Drug Administration Has the Legal Basis to Restrict Promotion of Flawed Comparative Effectiveness Research](#)," from *Health Affairs*, volume 31, issue 10, pages 2200–2205.
- Read Munro and Savell's 2015 article, "[Measles 2015: Why Public Health Matters to Critical Care](#)," from the *American Journal of Critical Care*, volume 24, issue 3, pages 192–194.

Use the Internet to complete the following:

- View [HealthyPeople](#).
- Examine the [CDC](#) website for health disparities.

### u09a1 - Issues in Pharmacology: A Nursing Perspective

In a professional nursing practice, you will often have patients whose personal or cultural views on medications may be quite different from your own. For this assignment, assume that one of the issues below has become a hot topic in your health care organization or community. You have been asked by leadership to prepare a PowerPoint presentation to your nursing colleagues in an effort to raise awareness of the topic. Please view the "Guidelines for Effective PowerPoint Presentations," linked in Resources, as well.

Topic choices:

- The use of medical marijuana.
- The use of complementary and alternative medicines (CAM) versus traditional pharmacology.



- Experimental drug programs and disease management.
- Mandated vaccinations and the implications for parental choice not to vaccinate.

## Instructions

To prepare your presentation, research current, peer-reviewed journals for articles that present at least two perspectives on the topic. Your PowerPoint presentation should include the following:

- Discuss the significance of the topic to your nursing practice and to patient safety.
  - What are the common types of diseases and health issues that are impacted by this topic?
  - What type of patient is typically impacted by this issue?
  - What nursing departments or internal departments are impacted by this issue?
- Present a balanced overview of the issue, including pros and cons, supported by peer-reviewed journal articles. The focus of this overview might vary depending on the issue but be mindful of the following:
  - Community impact.
  - Patient outcomes.
  - Ethical considerations.
  - Health care organization impact.
- Describe how a patient's cultural beliefs can impact the issue.

## Additional Requirements

- **Length of PowerPoint:** 10–12 slides, not including the title slide and reference slide
- **References:** Use the presenter notes section of the PowerPoint to include the references that support your evidence as well as detailed information you would include if presenting this information to an audience. The last slide of the PowerPoint should include a list of the references. Please review Guidelines for Effective PowerPoint Presentations linked in Resources.
- **Formatting:** Follow proper APA style and formatting.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

**Portfolio Prompt:** You are required to save this learning activity to your ePortfolio.

Course Resources

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[Guidelines for Effective PowerPoint Presentations \[PPTX\]](#)

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[ePortfolio](#)

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[Writing Feedback Tool](#)

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[APA Style and Format](#)

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### u09d1 - Clinical Trials

For this discussion, respond to the following according to the FEM guidelines:

- Have you participated in clinical trials at some point in the development and release of a new drug (for example, the Eli Lilly Phase III trials for Xigris [drotrecogin alfa] in the treatment of sepsis, or the Novartis Phase III EXPEDITION trial program for QVA149 [indacaterol/glycopyrronium] in patients with moderate-to-severe chronic obstructive pulmonary disease [COPD])?
- What was your role in this process?
- Did your role follow your scope of practice during the trial? Explain why or why not, using support from the literature and this week's readings.

If you have not participated in a clinical trial in your practice:

- Describe the rationale for a step in the research and development of a new drug that applies to your practice.
- Support your description with findings in the literature as well as your review of this week's readings.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Remember to provide proper citations for any sources you use to support your assertions.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

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[APA Style and Format](#)

### Unit 10 >> Health and Wellness

#### Introduction

Because health promotion and wellness play a significant role in nursing practice, it is important that nurses understand the integral role of pharmacology in promoting patient health. Evidence-based practice indicates that when nurses provide patients with clear instructions for a plan of care for health conditions, it leads to positive outcomes.

Clients who have chronic health conditions such as hypertension or diabetes often need to take a variety of medications, yet nurses know that medication alone is not enough to maintain or improve client health. Often, these clients need additional assistance developing an exercise and diet plan.

This unit will offer you the opportunity to explore and evaluate research regarding treatment plans that also address health promotion and wellness. Nurses are in a key position to instruct their clients and help them manage a plan of care designed to offer better health and a better life.

#### Learning Activities

##### u10s1 - Studies

## Readings

In wrapping up this course and thinking about "healthy people," we will examine drugs commonly used across the lifespan and that are not actually prescribed for illness.

Use your *Lehne's Pharmacology for Nursing Care* text to complete the following:

- Read Chapter 9, "Drug Therapy During Pregnancy and Breast-Feeding," pages 81–87.
- Read Chapter 10, "Drug Therapy in Pediatric Patients," pages 88–91.
- Read Chapter 11, "Drug Therapy in Geriatric Patients," pages 92–95.
- Read Chapter 62, "Birth Control," pages 751–766.
- Read Chapter 66, "Drugs for Erectile Dysfunction and Benign Prostatic Hyperplasia," pages 796–805.
- Read Chapter 79, "Laxatives," pages 963–970.
- Read Chapter 80, "Other Gastrointestinal Drugs," pages 971–985.

Use the Capella library to complete the following:

- Read Cullinan, O'Mahony, Aoife, and Byrne's 2014 article, "[A Meta-Synthesis of Potentially Inappropriate Prescribing in Older Patients](#)," from *Drugs & Aging*, volume 31, issue 8, pages 631–638.
- Read the 2014 article, "[Drug Labelling and Pregnancy](#)," from *The Lancet*, volume 384, issue 9960, page 2084.

##### u10d1 - Health and Wellness

Nurses play an important role in planning patient care for different disease processes. It is vital that nurses know and understand how to implement treatment plans that address aspects of health promotion and wellness. Unfortunately, many times patients create their own barriers that hamper improvement. Address the following with the FEM guidelines in mind:

- Think about the clients you see in your own nursing practice and describe barriers that hinder a plan of care that includes health promotion and wellness.
- Explain how each barrier works to inhibit the concepts of health promotion and wellness, using information found in this week's readings as well as other scholarly sources.

## Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. What strategies can you suggest to help overcome the barriers your peer described? Remember to provide proper citations for any sources you use to support your assertions.

Course Resources

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Undergraduate Discussion Participation Scoring Guide

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[APA Style and Format](#)

### u10d2 - Reflection

Over the past 10 weeks, you have examined pharmacology from a patient safety perspective. For this discussion, refer to the FEM guidelines as you address the following:

- Reflect on what you have learned and how you might apply it to your current nursing practice:
  - What three things did you learn that you feel will improve your nursing practice?
  - Cite any of the readings from this course to support these observations.

## Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Remember to provide proper citations for any sources you use to support your assertions.

Course Resources

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Undergraduate Discussion Participation Scoring Guide