



**Chaminade
University**
OF HONOLULU

Course Syllabus

Chaminade University Honolulu
3140 Waialae Avenue, Honolulu, HI 96816
www.chaminade.edu

Course Number: NUR 806
Course Title: **Advanced Pharmacotherapeutics Across the Lifespan**
Department Name: School of Nursing and Health Professions
College/School/Division: School of Nursing and Health Professions
Term: Spring, 2024
Course Credits: 3.0
Class Meeting Days/Hours: Online, asynchronous
Class Location: Online

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Office Hours: By Appointment (in person, zoom, phone)
Time Zone: Central Time Zone

University Course Catalog Description

The focus of this course for advanced practice nurses is to expand theoretical and evidence-based knowledge and promote synthesis of pharmacotherapeutic concepts and principles across the lifespan. The application of knowledge of pharmacological principles to prevent and/or treat specific conditions will be emphasized, iatrogenic problems caused by the pharmacologic agents will be explored. Drug classifications, cost-effective drug therapy, management and monitoring of therapy including over the counter and herbal preparations and educating/counseling strategies will be included. Ethical, legal, cultural considerations and safety standards of pharmacotherapeutics will be discussed in relationship to the advanced practice nursing role.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice, and peace

5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

DNP Program Learning Outcomes (PLO)

Upon completion of the DNP program:

PLO Concepts	The DNP Graduate Will:
1. Knowledge for Nursing Practice	<i>Integrate</i> nursing science with knowledge from biophysical, psychosocial, analytical, ethics, and organizational sciences as the basis for advanced practice nursing using new approaches to care delivery.
2. Systems-Based Practice, Quality, and Safety	<i>Create and lead</i> high-quality and safe nursing care in a complex global health care environment
3. Scholarship for Nursing Practice	<i>Create and disseminate</i> knowledge in evidence-informed practice.
4. Information Systems and Patient Healthcare Technologies	<i>Evaluate</i> emerging technologies for their ability to improve health care outcomes.
5. Person-Centered Care	<i>Evaluate</i> health policy and advocate for social justice and access to health care, especially for Hawai'ian and Pacific Islanders and other unique populations.
6. Interprofessional Partnerships	<i>Create</i> collaborative interprofessional relationships to improve patient and population health outcomes with an emphasis on select populations, including Hawai'ian and Pacific Islanders.

7. Population Health	<i>Evaluate the social, cultural, and environmental dimensions of population health in practice patterns/systems.</i>
8. Advanced Practice Nursing Professionalism; Personal, Professional, and Leadership Development	<i>Independently assess, diagnose, treat, and manage culturally diverse populations.</i>

Course Learning Outcomes (CLO) and Alignment

Upon completion of NUR 806, the student will:

NUR 806 Advanced Pharmacotherapeutics Across the Lifespan		
CLOs	Links to PLOs	Method of Measurement
1. Describe and explore the role of advanced practice nurse in pharmacotherapeutics across the lifespan and cultures.	1,3	Case Study Discussion Assignments Weekly APEA Practice Questions
2. Utilize pharmacokinetics, pharmacodynamics, and pharmacotherapeutics to design individualized evidence-based pharmacotherapy plans for health management.	1.5.7.8	Case Study Discussion Assignments
3. Differentiate the pharmacological actions of medications used to treat common disease entities.	1	Weekly APEA Quizzes
4. Integrate the merit and applicability of medical and other research to evaluate drug regimens to support appropriate and safe drug therapy.	1,3,4,7,8	Case Study Discussion Assignments APEA Summative Exam
5. Demonstrate a personal and professional value system based on ethical principles regarding medication usage.	1,2,5,6,8	Case Study Discussion Assignments

Required Learning Materials

Required Textbooks

Woo, T (2020). *Pharmacotherapeutics for Advanced Practice Nurse Prescribers* (5th ed). Philadelphia: F.A. Davis. ISBN-13: 978-0-8036-6926-0

Schwinghamer, T.L., & Koehler, J.M. (2020). *Pharmacotherapy casebook: A patient-focused approach* (11th ed.). New York: McGraw- Hill.

Recommended Text or Resources

Olson, J. (2020). Clinical pharmacology made ridiculously simple (5th ed). MedMaster: Miami, FL ISBN-13: 978-1935660378 ISBN-10: 1935660373

Recommended Text From Previous Term

McCance, K., & Huether, S. (2019) Pathophysiology: The Biologic Basis for Disease in Adults And Children (9th Ed.). Mosby, Elsevier. ISBN 13 : 9780323789905

Rhoads, J and Penick, J. (2018). Formulating a Differential Diagnosis For the Advanced Practice Provider (3rd Ed.). New York: Springer. ISBN 13 : 9780826144669

Students will need a drug dosing reference book, mobile app, or web-based drug reference subscription. The drug dosing reference will be used for the remainder of the program. There are many free apps available for clinicians. Students are encouraged to use caution if you opt to obtain a free mobile or web-based drug reference subscription . Many of these free apps do not have sufficient detail for safe prescribing. See the examples of drug reference books/programs below.

- Lacy, C. Drug information handbook (28th ed). Cleveland: Lexi-comp. ISBN-10:1591953766 ISBN-13: 9781591953760
- Uptodate.com by Wolters-Kluwer. Offers clinical decision support and prescribing references **Student access available for all Chaminade students. Web-based subscription or mobile app available**
- Epocrates.com . Offers clinical decision support and prescribing references Student subscriptions available. Web-based subscription or mobile app available. The free service is not sufficient for prescribing information.

Teaching / Learning Strategies:

This course is online. Online learning resources, discussion forums, individual and small group work, case studies, application assignments, and independent study are teaching-learning strategies that may be utilized in this course. Students are expected to take an active role in their learning process through reading, research, online discussions, and sharing enriching experiences.

Attendance and Participation

Regular online attendance and participation/engagement is expected for student success. Therefore, students are expected to attend every class, arrive on time for any scheduled synchronous activities, complete all assigned readings, actively participate in class discussions, complete all class assignments, and always behave appropriately and professionally. Online participation is evident through posting to a discussion board, wiki, virtual office, or classroom meeting, drop box submissions, attending virtual seminars, completing real-time activities or quizzes, and/or other course-related activities (synchronous or asynchronous). Failure to meet attendance and participation expectations may result in grade reduction, remediation requirements, or administrative withdrawal from the course

Assignments

Students must complete all assignments to achieve a passing grade in this course.

- Prescribing Regulations Paper: Students will explore and summarize the process for obtaining prescriptive privileges in the state where they live. The students will then create an algorithm identifying the steps needed to obtain prescriptive privileges.
- Discussion Board Case Studies: Students will apply pharmacologic principles, knowledge of drug prescribing various pharmacologic agents to a case study culminating in the creation of a pharmacologic treatment plan for disease management.
- APEA Practice Questions: Students will complete practice questions through Advanced Practice Education Associates. This provides a low stakes opportunity to review course content and prepare for course exams and certification exam following graduation
- APEA Exam Mode Questions: Weekly Unit Quizzes are used in the course for students to demonstrate mastery of the course content.
- APEA Comprehensive Exam: This is a comprehensive summative exam to assess knowledge of the didactic content from the course.

Online Class Discussion Board (DB):

Discussion board assignments allow students to reflect thoughtfully and exchange ideas on the topics covered in this course. Students will interact on discussion boards during select identified weeks during the term. Each discussion board assignment will have an identified question or prompt. Each student must reply in an initial thread post and then continue in the discussion of the topic with a minimum of two response posts to student peers and/or course faculty. All postings should be substantive and graded based on the provided discussion board rubric.

DB General Guidelines:

- Read through the entire discussion board question or prompt before making your initial thread post. Many topics are broken down into multiple components, each of which must be addressed in your initial reply.

- Be constructive and substantive in your posts and peer feedback. Use an example from the original post to build on, use examples from your current workplace or work experience, stimulate further discourse by asking questions when responding to your peers.
- Use good netiquette. Although there is a minimum of three substantive posts to discussion boards, each student should consider replying to any and all questions posed to them by peers or faculty; just as you would in a live conversation.
- Support your work. You must have a minimum of four citations for every post. Citations should include your course textbook or other supplied course resources, as well as other high-level evidence. At least two citations should be from sources not provided in course resources. Citations should follow APA 7th edition formatting.
- Be sure to post on time (see posting requirements below). Late postings limit the depth of the discussions and make it difficult for peers to provide timely feedback to you. *Late posts will have a 5-point deduction per day up to 48 hours after the due date. Posts more than 48 hours late will receive 0 credit for the assignment.*

DB Posting Requirements:

- Initial Thread Post is due by 11:59 pm on TUES of the week. This post must be a minimum of 250 words unless otherwise specified.
- Response Post #1 is due by 11:59 pm on THURS of the week. This post can incorporate responses to any initial thread post from one of your peers or in reply to a question or comment from one of your peers or course faculty who commented on your initial thread post.
- Response Post #2 is due by 11:59 pm on SAT of the week. This post can incorporate responses to any initial thread post from one of your peers or in reply to a question or comment from one of your peers or course faculty who commented on your initial thread post.

Evaluation Methods and Grading Scale

Students must achieve a final grade of B or higher to pass this course. As per the Chaminade University Graduate Catalog, students who fail a course (i.e., receive a grade of C, F, or NC) must repeat the course within 12 months and receive a CR or a grade of B or higher.

Evaluation Method	Due	% of Total Grade	Grading Scale*
Prescribing Regulations Paper	Week 1	9%	A = 90-100 % B = 80-89%
Discussion Board Case Studies	Weeks 3/4, 6, 11, & 14	40% (10% per DB week)	
APEA Practice Questions	2, & 5-13	18%	C = Below 80% and a failing course grade.
APEA Exam Mode Questions	2, & 5-13	18%	
APEA Comprehensive Exam	Week 15	15%	
Total		100%	

*The College of Nursing and Health Professions does not round grades. For example, a score of 89.7 will be recorded as 89% and a B grade.

Late Work Policy

It is expected that assignments will be submitted on time. Late assignments will be subject to a deduction of 5% per day. No late assignments will be accepted after 48 hours. Extensions on writing assignments are not provided unless prior arrangements have been made with faculty at least a week prior to the assignment due

date or unless there are extenuating circumstances. Requests made within the week prior to the due date will not be granted unless there is an emergency.

Grades of "Incomplete"

An *Incomplete* grade is granted at the discretion of the faculty of record and must be aligned with the University policies. Receiving an "Incomplete" for a nursing course that is a prerequisite for a forthcoming nursing course must be completed prior to the start of the new course.

Writing Policy

All written assignments should be formatted to APA 7th edition standards and must be submitted as MS word documents. No google docs, pdf, pages, or other formats will be accepted. Use the following format for naming your assignments: lastname(s).assignmentname

Instructor and Student Communication

Questions for this course can be emailed to the instructor and must be sent using your Chaminade email. Online and phone conferences can also be arranged. Response time is usually within 24 hours, but weekends and University holidays may extend response time.

Online Course Guidelines

Chaminade uses Canvas as the online learning management system (LMS) platform. Please review the Student Tutorial located on the Canvas course dashboard regarding instructions on accessing and submitting materials and assignments. If you are unable to find answers using the student tutorial, you may also contact the assigned faculty with questions regarding course navigation.

Students should follow standard Netiquette guidelines, including but not limited to using the same common courtesy, politeness, and appropriate online behaviors as would be used in a face-to-face environment.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the University Academic Catalog. Faculty members should also check with their divisions and program handbooks for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Chaminade University of Honolulu Student Handbook and the DNP Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Chaminade University of Honolulu Student Handbook and DNP Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty of the School of Nursing and Health

Professions at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Students may be asked to submit course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life.

For further information, [please refer to the Chaminade Catalogue](#).

Technology

A computer with the following technology is required in order to complete courses in the DNP Program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Installation of proctoring software may be required.

Course Website:

<https://chaminade.instructure.com/courses/34951>

or

<https://chaminade.instructure.com/courses/34950>

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Library: The Sullivan Family Library link is available on the CUH website: <http://www.chaminade.edu/library>
Phone: (808) 735-4725. Krystal Kakimoto, dedicated SONHP librarian: krystal.kakimoto@chaminade.edu

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

How This Course Meets the Credit Hour Policy: This is a three-credit hour course requiring 135 clock hours of student engagement per the official CUH credit hour policy. Students enrolled in this course are anticipated to spend 20 hours researching and writing the discussion boards (averaging five hours per week), 25 hours studying for and taking the unit quizzes and 15 hours studying for and taking the final exam. There will be an additional 75 hours required beyond what is listed here to course readings, homework assignments, etc. averaging five hours per week.

Course Schedule

Course content may vary from this outline at the discretion of the instructor to meet the needs of each class.

Schedule

Week	Dates	Topic	Activities
1	1/8/24-1/14/24	NP Prescribers Regulatory Components of Prescribing	Readings Woo <ul style="list-style-type: none">The role of the Nurse Practitioner as Prescriber

		<p>New Drug Development</p>	<ul style="list-style-type: none"> • Rational Drug Selection • Legal and Professional Issues in Prescribing • Pharmacoeconomics • New Drug Development • Information Technology and Pharmacotherapeutics <p>Olson</p> <ul style="list-style-type: none"> • Principles of Pharmacology <p>Schwinghammer</p> <ul style="list-style-type: none"> • Introduction: How to Use This Casebook • Active Learning Strategies <p>Videos Review recorded lectures</p> <p>Assignments Research Federal and State Regulations for NP prescribing</p> <ol style="list-style-type: none"> 1. Identify the governing body/bodies for NP prescribing 2. Summarize the process for applying for NP prescribing in HI 3. Create a Step-by-Step Guide that a new NP prescriber would follow in the state where you live to obtain prescribing privileges (work from presumption that the NP graduated from an accredited institution, is licensed in good standing as an RN, and is nationally certified as an FNP by passing a NP certification exam through AANP or ANCC). 4. Be sure to cite resources <p>Exams None for week 1</p>
2	1/15/24-1/21/24	<p>Pharmacotherapeutic principles Pharmacoeconomics Pharmacogenetics, Nutrition and Nutraceuticals Herbal Therapies and Cannabis</p>	<p>Readings Woo</p> <ul style="list-style-type: none"> • Review of the Basic Principles of Pharmacology • Adverse Drug Reactions • Introduction to Pharmacogenetics • Nutrition and Nutraceuticals • Herbal Therapies and Cannabis <p>Videos Review recorded lectures</p> <p>Assignments APEA Practice Questions (Tutor Mode) Principles of Pharmacology (48 questions)</p>

			<p>Exams APEA Exam Mode. 20 questions from Principles of Pharmacology</p>
3 and 4	1/22/24-2/4/24	Pain Management Opioid Prescribing Prescribing for Alcohol and Addition	<p>Readings Woo</p> <ul style="list-style-type: none"> • Pain Management: Acute and Chronic Pain • Alcohol and Drug Addiction <p>Other Readings</p> <p>Videos Review recorded lectures</p> <p>Assignments Discussion Board Case Study #1</p> <p>Exams Exam in Canvas. (10-20 points)</p>
5	2/5/24-2/11/24	Hematologic HEENT	<p>Readings Woo</p> <ul style="list-style-type: none"> • Drugs Affecting the Hematological System • Drugs used to Treat Eye and Ear Disorders <p>Videos Review recorded lectures</p> <p>Assignments APEA Practice Questions 10 questions in tutor mode Hematology systems APEA Practice Questions 55 questions in tutor mode on ENT</p> <p>Exam- APEA Test 20 questions in Exam Mode from ENT and Hematology Random Selection</p>
6	2/12/24-2/18/24	System ANS/CNS Neurologic Psychiatry	<p>Readings Woo</p> <ul style="list-style-type: none"> • Drugs Affecting the Autonomic Nervous System • Drugs Affecting the Central Nervous System • Drugs Affecting the Neurologic System • Headaches • Anxiety and Depression • Attention Deficit-Hyperactivity Disorder

			<p>Olson</p> <ul style="list-style-type: none"> • Peripheral Nervous System • Central Nervous System • <p>Videos Review recorded lectures</p> <p>Assignments Discussion Board #2 APEA Practice Questions 59 questions in tutor mode from Neurology APEA Practice Questions 56 questions in tutor mode from Psychiatry</p> <p>Exams APEA 20 questions in Exam mode -10 question randomly selected from Neurology and 10 questions randomly selected from Psychiatry</p>
7	2/19/24-2/25/24	Cardiovascular & Renal	<p>Readings Woo</p> <ul style="list-style-type: none"> • Drugs Affecting Cardiovascular System • Angina • Heart Failure • Hyperlipidemia • Hypertension <p>Olson</p> <ul style="list-style-type: none"> • Cardiovascular and Hematology Drugs <p>Videos Review recorded lectures</p> <p>Assignments APEA Practice Questions in Tutor Mode 68 questions from Cardiovascular, and</p> <p>Exams APEA 20 questions in Exam mode- 20 question randomly selected from cardiovascular</p>
8	2/26/24-3/3/24	Pulmonary Systems	<p>Readings Woo</p> <ul style="list-style-type: none"> • Drugs Affecting the Respiratory System • Tobacco Cessation • Asthma and Chronic Obstructive Pulmonary Disease • Tuberculosis • Tobacco Cessation <p>Olson</p> <ul style="list-style-type: none"> • Respiratory Drugs

			<p>Videos Review recorded lectures</p> <p>Assignments APEA Practice Questions in Tutor Mode 57 questions from respiratory</p> <p>Exams APEA 20 questions in Exam mode-20 questions randomly selected from respiratory</p>
9	3/4/24-3/10/24	Reproductive System	<p>Readings Woo</p> <ul style="list-style-type: none"> • Drugs Affecting the Reproductive System • Contraception • Hormone Replacement Therapy • Sexually Transmitted Diseases and Vaginitis <p>Videos Review recorded lectures</p> <p>Assignments APEA Practice Questions in Tutor Mode 36 questions from Men's Health 26 questions from pregnancy 62 questions in urology</p> <p>Exams APEA 15 questions in Exam mode- 5 questions randomly selected from Men's Health, 5 questions randomly selected from pregnancy 5 questions randomly selected from urology</p>
10	3/11/24-3/17/24	Endocrine System	<p>Readings Woo</p> <ul style="list-style-type: none"> • Drugs Affecting the Endocrine System: Pancreatic Hormones and Antidiabetic Drugs • Drugs Affecting the Endocrine System: Pituitary, Thyroid and Adrenal Drugs • Diabetes Management • Hyperthyroidism and Hypothyroidism <p>Olson</p> <ul style="list-style-type: none"> • Endocrine System <p>Videos Review recorded lectures</p> <p>Assignments</p>

			<p>APEA Practice Questions in Tutor Mode 55 questions from Endocrine</p> <p>Exams APEA 20 questions in Exam mode- Endocrine</p>
SP BK	3/18/24-3/24/24	Spring Break	Spring Break
11	3/25/24-3/31/24	Musculoskeletal Integumentary GI	<p>Readings Woo</p> <ul style="list-style-type: none"> • Drugs affecting the Bones and Joints • Drugs affecting the Integumentary Systems • Drugs Affecting the Gastrointestinal System • Gastroesophageal Reflux and Peptic Ulcer Disease • Dermatological Conditions <p>Olson</p> <ul style="list-style-type: none"> • Gastrointestinal Agents <p>Videos Review recorded lectures</p> <p>Assignments Discussion Board #3 APEA Practice Questions in Tutor Mode 57 questions from Orthopedics, 55 questions from Dermatology, and 52 questions from Gastroenterology</p> <p>Exams APEA 20 questions in Exam mode- 10 question randomly selected from orthopedics 5 questions randomly selected from dermatology, 5 questions randomly selected from gastroenterology</p>
12	4/1/24-4/7/24	Infectious Disease Inflammatory Conditions Dermatology	<p>Readings Woo</p> <ul style="list-style-type: none"> • Drugs used to treat bacterial infections • Drugs used to treat viral, fungal and protozoal infections • Drugs used to treat inflammatory process • Pneumonia • Upper Respiratory Infections, Pharyngitis, Sinusitis, Otitis Media, and Otitis Externa • Tuberculosis • Urinary Tract Infection • Human Immunodeficiency Virus and Acquired Immunodeficiency Syndrome

			<p>Olson</p> <p>Videos Review recorded lectures</p> <p>Assignments APEA Practice Questions 44 questions in tutor mode from sexually transmitted diseases 55 questions in dermatology in tutor mode</p> <p>Exams APEA questions in exam mode 10 questions randomly selected from sexually transmitted diseases 10 questions randomly selected from dermatology</p>
13	4/8/24-4/14/24	Special Populations: Pediatric, Women,	<p>Readings Woo</p> <ul style="list-style-type: none"> • Pediatric Patients • Women as Patients • Men as patients <p>Videos Review recorded lectures</p> <p>Assignments APEA Practice Questions in Tutor Mode 60 questions from Women's health</p> <p>Exams APEA 20 questions in EXAM mode, 20 questions randomly selected from women's health</p>
14	4/15/24-4/21/24	Special Populations: Gerontology, and LGBTQ	<p>Readings Woo</p> <ul style="list-style-type: none"> • Gerontology Patients • Transgendered Clients as Patients <p>Videos Review recorded lectures</p> <p>Assignments Discussion Board #4</p> <p>Exams None This Week</p>

15	4/22/24-4/28/24	Putting it all together Soft end of term	<p>Readings No additional Readings</p> <p>Assignments APEA Pharmacology Comprehensive Exam 100 Random Questions in EXAM mode from all sections – must achieve 70% max of 2 attempts, submit highest score</p>

PLEASE NOTE:

While every attempt has been made to prepare this syllabus and class schedule in final form, it may be necessary for the course leader to make changes as may be deemed essential to meet the learning outcomes of the course. Students will be notified in writing via Chaminade email and/or Canvas announcements of any changes. It is recommended that you check your email and the course Canvas site frequently for announcements. All students will be held responsible to read, understand, and clarify the content within this document.