

**DNP-FNP CURRICULUM
CURRENT & PROPOSED
Fall 2014**

The Family Nurse Practitioner faculty are committed to offering a curriculum that:

- Is outcome driven, with outcomes derived from the AACN Essentials for Doctoral Education *and* the NONPF Criteria for NP Programs (both the 2012 NONPF* Core Competencies and the 2013 NONPF Population-Focused Competencies)
- Has a primary focus on a lifecourse approach as now required by NONPF
- Integrates pediatric, adult, and elder content through each course, with the retention of some specialty focus on the care of infants-children-adolescents and older adults in two courses
- Focuses on the development of outcomes statements for each course that fit well with NP competencies and program outcome statements. Identify teaching strategies and evaluation methods for each outcomes statement/competency
- Considers the ‘content list’ that comes from AANP and is covered on certification exam

To this end, changes in course offerings are planned to reflect the current standards (named above). Faculty have met to describe student learning outcomes, focus, and content related to a set of new courses to replace the present paired didactic-clinical courses in the FNP track (NURS 567, 568, 569) and to recommend other adjustments in the DNP-FNP curriculum, in keeping with national standards and accreditation requirements.

Rationale for proposed curriculum change:

- Nationally, the National Organization of Nurse Practitioner Faculty (NONPF), the body that supports the work of the AACN, released new competencies in July 2013. The FNP faculty responded to the release of these new competencies by organization a Curriculum Sub-Committee of the FNP Faculty Committee. This committee has worked over the past year to identify the need for extensive curriculum revision that will present a rigorous, comprehensive program that reflects nationally established practice competencies, better aligns course content with credit load, and helps to ensure the development of workforce ready graduates.

DNP-FNP CURRICULUM: CURRENT & PROPOSED

Fall 2014

With the implementation of the proposed curriculum, the DNP-FNP faculty expects the program to better represent the current FNP profession, to increase the required minimum number of clinical hours and to allow our alums from the original adult program to take coursework with us for updated certification.

Doctor of Nursing Practice Program Family Nurse Practitioner Track						
Present Curriculum			Proposed Curriculum			
Course	Credits & Hours	Focus/Content	Course	Credits & Hours	Proposed Title	Proposed Focus/Content
570	2	Diagnostic reasoning	508	2	Essential Procedures for Primary Care Practice	Introduction to the selection, and interpretation of diagnostic tests, and performance of minor procedures for primary care practice.
573	2	Rational Prescribing	573	3	Rational Prescribing	Prepares FNP students to effectively and safely prescribe medications
575	3	Diagnostic Testing & Interpretation	509	3 Theory	Diagnostic Reasoning & Clinical Management of Common Problems in Primary Care	Provides a primary care framework for conducting systematic clinical encounters, developing differential diagnoses, and planning care for individuals and families.
567	4 Theory = 1 Clinical = 3	Family, Adults, & Elders	513	3 Theory	Primary Care I: Health Promotion	Primary care approaches to health promotion, disease prevention, risk reduction, and disease

Doctor of Nursing Practice Program Family Nurse Practitioner Track						
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	(135)					detection for individuals and families across the lifespan.
568	4 Theory = 1 Clinical = 3 (135)	Family, Infants, Children, & Adolescents	514	2 Clinical (120)	Primary Care Practicum I	Primary care practicum experience focused on health promotion, disease prevention, and disease detection across the lifespan in primary health care.
569	4 Theory = 1 Clinical = 3 (135)	Family, Women's Health, Men's Health, Obstetrics	515	3 Theory	Primary Care II: Acute Health Conditions	Primary care approaches to the assessment, diagnosis, and management of individuals and families across the lifespan with common acute conditions.
			516	2 Clinical (120)	Primary Care Practicum II	Primary care clinical practicum that focuses on caring for individuals and families across the lifespan with common, acute health conditions.
			537	3 Theory	Primary Care III: Chronic and Complex Health	Synthesis of clinical management

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Fall 2014

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					Conditions	approaches for care of individuals with chronic and complex conditions across the lifespan and their families.
			538	2 Clinical (120)	Primary Care Practicum III	Primary care practicum experience focused on caring for individuals and families with complex and chronic health conditions across the lifespan.
595	5 Clinical (225)	Internship	540	4 Clinical (240)	Internship: Practicum in Advancing the Primary Care Role	
Total		24 credits Theory = 10 Clinical = 14 630 hours		27 credits (in addition, students will complete 9 credits of scientific foundations in pathophysiology, pharmacology, and physical assessment) Theory = 20 Clinical = 10 600 hours		

Rationale for Course Change

COURSE NUMBER: NURS 573
COURSE TITLE: Rational Prescribing
CREDIT HOURS: 3

The proposed change is to increase the credit hours from 2 to 3. The original course was approved by GCPC 10-12-12. In 2012, new *Criteria for Nurse Practitioner Programs* and new Core Competencies for Nurse Practitioners were published by the National Organization of Nurse Practitioner Faculties (NONPF). In 2013, NONPF released new population-focused competency standards for Nurse Practitioner programs.

Compliance with the standards described in these documents necessitates the revision of NURS 573, Rational Prescribing, to ensure that graduates of the WSU-CON Family Nurse Practitioner program can safely prescribe medications within their scope of practice. The increase in credits reflects the addition of essential new content and the increased in complexity of the major assignments in the course.



*** Revised syllabus 4.6.2015 ***

WASHINGTON STATE UNIVERSITY COLLEGE OF NURSING | DOCTOR OF NURSING PRACTICE

Course Syllabus

COURSE NUMBER: NURS 573
COURSE TITLE: Rational Prescribing
CREDIT HOURS: 3 semester (didactic) credits
COURSE FORMAT: Hybrid course (on-campus, in-class and on-line activities)
COURSE FACULTY: Tracy Klein
Email: taklein@wsu.edu
Office Location: WSU-Vancouver
VLIB-210 G
Office Hours: By appointment
Office Phone: (360) 546-9142
PREREQUISITES: NURS 563 (Advanced Pharmacology)
MEETING TIME: Thursdays
9:10 AM- 1:00 PM (4 hours weekly x 11 weeks)
In-class activities are supplemented by on-line learning activities during weeks when class sessions are not held. See details in this syllabus and on the course website.
MEETING LOCATION: Spokane: SNRS 205; Vancouver: CES 214

CATALOG DESCRIPTION

Pharmacology for clinical practice including decision-making, prescribing, drug monitoring, and patient education associated with prescriptive authority.

COURSE DESCRIPTION

This course is the second of two pharmacology courses and prepares the nurse practitioner student to effectively and safely prescribe medications, considering the needs of patients, families, and relevant organizations (e.g., insurers, Centers for Medicare and Medicaid, etc.). Students are taught how to employ appropriate parameters in order to evaluate the efficacy, safety and convenience of similar medications and will explore the appropriate selection of medications for patients of all ages and across a variety of practice settings. Selected topics reflect considerations and situations seen most commonly in practice settings. Emphasis is placed on inclusion of the patient in the selection and rational use of medications as part of a comprehensive treatment plan.

***Rational prescribing is the ability of a healthcare provider XXX to select the right medication for the right patient at the right time. The World Health Organization defines rational prescribing as, "Patients receive medications appropriate to their clinical needs, in doses that meet their own**

individual requirements, for an adequate period of time, and at the lowest cost to them and their community" (WHO, 1985).

STUDENT LEARNING OUTCOMES

After the completion of this course, students will be able to:

1. Evaluate state-of-the-art information on proper prescribing practices
2. Critically analyze prescribing standards, references, and decision support tools to provide evidence-based recommendations to clients that optimize clinical efficiency.
3. Incorporate the prescription of appropriate medication(s) into the development of comprehensive treatment plans for individuals with acute illnesses and chronic conditions.
4. Demonstrate consideration for such factors as genomic-related efficacy, cost, need for monitoring, side effect profile, and potential concerns about adherence when making prescribing decisions.

INSTRUCTIONAL STRATEGIES

This course is taught using a blended approach of lecture and in class activities as well as simulated prescribing exercises. It is delivered to DNP students using WSU's Academic Media Services via live and archived video stream and the Learning Management System for online activities. Tegrity is also used for some lectures and assignments. Students are expected to obtain the technological requirements needed for the course including use of internet and computer skills.

COURSE POLICIES

In general in this course and in all of the activities that are part of this class, all College of Nursing and Washington State University Graduate Student Handbook and Graduate School guidelines, academic policies, and standards of conduct apply. As a student enrolled in coursework at Washington State University, you are assumed to be and are responsible for being aware of these policies and standards as written and available on the University websites and in University publications.

Policies that are specific to this course are described below, not necessarily in order of importance. All policies carry equal importance and weight. If you do not understand something that is written here, it is your responsibility to seek clarification.

Assignments

Assignments completed for any other course taken at WSU cannot be submitted for credit in this course. However, it is appropriate to continue the development of clinical topics previously submitted. It is expected that new work will be done to advance these concepts further. If there is any question about this policy, please consult course faculty.

Attendance Policy

Attendance at all class sessions is mandatory. Students are expected to arrange all other activities so as to be present and on time for class sessions, and so as to stay until the conclusion of each class session.

Failure to adhere to this policy may result in a 25% reduction of course grade.

Classroom Etiquette

Students **may not use cellular telephones** during any class session. Cell phones must be in the OFF position during any class session. Exceptions will be made only to comply with disability services requests made through the Disability Resource Center.

Communications

It is WSU policy to use WSU email accounts for official communication. WSU email accounts are used for all communication in this course. If you do not want to check or use your WSU email account, you

NURS 573: Rational Prescribing
Course Syllabus

may set it up to forward all email communications to your home email account. It is important to check your email and the electronic course website regularly for important communications.

Course Changes

Although there will be no changes in student learning outcomes or course materials, the instructor reserves the right to make slight modifications to the course syllabus, calendar and assignments. Any changes will be dated, posted on the electronic course announcements tab, and sent via e-mail to each student.

Dead Week or Closed Week

According to Academic regulation (#79) per the office of registrar, “No examinations or quizzes (other than laboratory examinations, make-up examinations, and make-up quizzes) may be given during the last week of instruction.” Note that special arrangements may be made for paper-proctored exams at a distance.

Important Dates and Deadlines

Students are encouraged to refer to the academic calendar often to be aware of critical deadlines throughout the semester. The academic calendar can be found at www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX

Internet Access

This course requires high speed internet access. Dial-up options for internet will not permit you to view many of the assignments. If you do not have high-speed internet at home, then consider your work place (hospital library), the public library, or other locations where you may be able to access course materials.

Minimal Grades

To earn a passing grade in the course, all assignments must be completed and submitted by the due date. You must earn at least a passing grade for all assignments in order to pass the course.

Late Assignments Policy

With rare exception, late assignments will not be accepted for grading. Late assignments will be accepted with point deduction if arrangements have been made in advance with the instructor. Late assignments received without prior arrangement will not be accepted and student will receive “0” zero points for the assignment. Please see specific assignment information for due dates and requirements as well as Engagement and Participation rubric regarding policies on late assignments.

Written Assignment Formatting

Graduate (Doctoral) level writing is expected. Students are to utilize the APA Manual 6th edition as the guide for all document formatting including in-text citations and references. Some class assignments will require adherence to APA formatting. It is not possible to apply all of the APA guidelines and have them transfer properly in discussion board postings, and so the college now requires that any assignments requiring APA formatting must be sent as attachments (see details below for attachments).

- Prepare these assignments in Microsoft Word.
- Save your work as a “doc” file (this is the MS Word default file type).
- Type in the subject line that includes the name of the assignment and your initials.
- Use the “Attach” function to find and attach the file from your word processor.
- The send it.
- For examples and information on APA, please refer to the following site:
<http://nursing.wsu.edu/library/apa5format.html>

Workload

Academic Integrity Policy It is a WSU policy that for every hour of in-class instruction, or equivalent online instruction, that students should expect at least 2 hours of outside class course preparation in the form of reading, course assignments and review of previous lectures.

Academic Integrity

Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments, with the instructor's permission. However, the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates the University's standard of conduct related to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the course. You can learn more about Academic Integrity on you campus using the URL listed in the Academic Regulations section or to <http://conduct.wsu.edu/academic-integrity-policies-and-resources>. Please use these resources to ensure that you don't inadvertently violate WSU's standard of conduct.

Sanctions for academic integrity violations may include receiving a failing grade for the assignment or examination, and may also include receiving a failing grade for the course. In some cases, the violation also may lead to the student's dismissal from the WSU College of Nursing.

WSU's Campus Safety Statement

Washington State University is committed to maintaining a safe environment for students, faculty, staff, and visitors. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises.. As part of this commitment, the university has prepared a Campus Safety Plan for each campus. These plans include a listing of university policies, procedures, statistics and information relating to campus safety, emergency management and the health and welfare of the campus community.

All students should go to the zzysis portal at <http://zzysis.wsu.edu> and register their emergency contact information for the Crisis Communication System (CCS). Enter your network ID and password and you will be taken to the zzysis portal page. Providing multiple contact methods will help ensure you receive notifications in a timely manner, and your information will NOT be used for any other purpose.

WSU-Pullman Campus Safety Plan
<http://safetyplan.wsu.edu>

WSU-Vancouver Campus Safety Plan
<http://www.vancouver.wsu.edu/safety-plan>

WSU-Tri-Cities Campus Safety Plan
<http://www.tricity.wsu.edu/safetyplan/>

WSU-Spokane Campus Safety Plan
<http://spokane.safetyplan.wsu.edu/>

NURS 573: Rational Prescribing
Course Syllabus

The University emergency management web site at <http://oem.wsu.edu/emergencies>.

Information about emergencies can be found on the WSU ALERT site – <http://alert.wsu.edu>. Alert notices can also be found on each campus Alert Site.

Spokane:

http://spokane.wsu.edu/services/Facilities/Safety_Security/

The WSU Spokane Campus Safety Plan contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. The Campus Safety Plan can be found at:

<http://spokane.wsu.edu/services/Facilities/campus-safety-plan/>. Please visit this site to become familiar with the campus safety and emergency information provided. A link to the WSU Pullman Safety Plan is also available on this web site. Look for the “*Spokane Emergency Information*” box on the left side of the page and click the update link to be taken to the registration page where you can enter your cell, landline, and email contact information as well as arrange for emergency text messages to be sent to your cell phone.

Tri-Cities:

Should there be a need to evacuate the building (e.g., fire alarm or some other critical event), students should meet the instructor at the blue light pole in the WEST or CIC Parking lot [use the parking lot for the building in which your class is located]. A more comprehensive explanation of the campus safety plan is available at www.tricity.wsu.edu/safetyplan. An emergency alert system is available and you can sign up for it at tricity.alert.wsu.edu.

Vancouver:

WSU has made an emergency notification system available for faculty, students, and staff. Please register at zzusis with emergency contact information (cell, email, text, etc.). You may have been prompted to complete emergency contact information when registering for classes at RONet. In the event of a building evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver web page and/or <http://www.flashalert.net/>. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. [Safety plan website.](#)

WSU Disability Statement

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center on your campus. All accommodations MUST be approved through the appropriate Access Center. Please stop by or call 509-335-3417 to make an appointment with an Access Advisor. For additional information contact a disability specialist on your home campus.

WSU-Pullman Access Center
Washington Building, Room 217
509-335-3417

WSU-Vancouver Disability Services
<http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services>
VMMC, Lower Level
360-546-9138

NURS 573: Rational Prescribing
Course Syllabus

WSU-TriCities Disability Services
<http://www.tricity.wsu.edu/disability/>
Student Services Department, West Bldg, Room 262
509-372-7352.

WSU-Spokane Disability Services
<http://spokane.wsu.edu/students/current/StudentAffairs/disability/disabilitystatement.html>
Academic Center, Room 130
509-358-7534

Distance students may contact their 'home' campus office or may wish to access information at this website:

<http://drc.wsu.edu/default.asp?PageID=1799>

LEARNING MANAGEMENT SYSTEM

WSU uses an online learning management system (LMS) to portions of courses. You will need your WSU login (user name and password) to access the LMS.

See <http://ams.wsu.edu/Index.aspx> for Academic Media Services to access videostreamed classes and other information related to classroom use and videoconferencing. To access videostream sessions you will need the user name and password assigned for use with MyWSU.

TEXTBOOKS AND LEARNING MATERIALS

Required

Tindall, W. et al. (2013). *Patient Centered Pharmacology: Learning System for the Conscientious Prescriber (1st Ed.)* FA Davis Company: Philadelphia.

Required (use for formulary assignment as primary reference)

Epocrates Online (free) Available at <https://online.epocrates.com/noFrame/>

Or

Epocrates RX or Essentials (free to \$159.99 year) for mobile phone/Ipad . Available at <http://www.epocrates.com/mobile>

Recommended

Preston, J. and Johnson, J. (2011). *Clinical psychopharmacology made ridiculously simple (7th Ed.)* MedMaster Inc. Available at: <http://www.medmaster.net/booksordering.html> or from Amazon.com.

at: <http://www.ahrq.gov/professionals/clinicians-providers/guidelines-recommendations/guide/index.html>

Selected additional readings will be provided via LMS as indicated in the weekly Lessons.

EVALUATION

Incompletes

Graduate school policy (academic regulation #90) states that incompletes may only be awarded if “the student is unable to complete their work on time due to circumstances beyond their control”.

NURS 573: Rational Prescribing
Course Syllabus

While a grade of C is considered a passing grade for this course, graduate students are expected to maintain a grade point average of B or better to remain enrolled in Graduate Studies at Washington State University.

The WSU Grading Scale is used for all assignments in this course as well as for the final grade.

There are no “extra credit” opportunities provided in this course. Plan to do well on all assignments.

Grading

A	4.0	95-100	C+	2.3	76-79
A-	3.7	90-94	C	2.0	73-75
B+	3.3	86-89	C-	1.7	70-72
B	3.0	83-85	D+	1.3	66-69
B-	2.7	80-82	D	1.0	60-65

F – Points 59 or below – NO POINTS; NO COURSE CREDIT

Assignments

Please review the course calendar for a list of topics and basic readings for the course. Assignments for each topic area will be provided on the course website. Most assignments will require reading and preparation, participation in an online discussion about a case, and the completion of one or more quizzes. Content will be additive; that is, content covered in the beginning of the semester will be included in all case studies, discussions, and quizzes that follow. **The majority of assignments also require entry of drugs into the provided ADOBE forms simulated script. No other format will be accepted.**

Grading Criteria

Details about assignments are provided below.

Graded Assignments	Percentage Contribution to Grade
CME Modules (3 modules each worth 5%)	15
Discussion Boards (3 each worth 5%)	15
Rx Assignments (in-class and tegrity: 4 in-class Rx exercises & 5 tegrity Rx assignments)	20
Participation & Engagement	10
Midterm Exam	20
Final Exam	20
TOTAL	100
*Students must complete all required assignments in order to pass the course.	

CME Modules will be completed and certificates placed in the dropbox by the assigned due date. Late submissions will receive zero points. Please see course schedule for due dates and links.

NURS 573: Rational Prescribing
Course Syllabus

Discussion Boards will be graded using the following rubric:

Discussion Board Grading Rubric			
	Consistently (behavior demonstrated <u>90-100%</u> of the time)	Occasionally (behavior demonstrated <u>60-89%</u> of the time)	Seldom (behavior demonstrated <u>59%</u> or less of the time)
	10 points	5 points	0.5 points
Quality of Evidence			
Utilizes appropriate (pertinent to FNP practice) and evidence based citations to support postings.			
Postings are informative and concise serving to deepen understanding and inquiry.			
Participation			
Communication is professional with peers and faculty.			
Actively responds to comments/contributions of others.			
Conduct is respectful, encouraging, and supportive.			
Does not dominate discussion. Is not argumentative or dismissive of others ideas.			
Evidence of Preparation			
Actively participates in each discussion board.			
Postings are timely and pertinent.			
Contributes by connecting current and prior reading, activities, or discussion			
Further discussion with questions or statements that encourage dialogue.			

Rx Assignments will be graded using the following rubric:

Rx Assignment Grading Rubric			
This describes the elements used to grade prescriptions submitted for this course			
	Needs Improvement (0 points)	Acceptable (5 points)	Superior (10 points)
	Two minor elements or one major element missing or incorrect in prescription Example: Minor--not enough medication to last for indicated condition and inadequate instructions	One minor element is missing or partially correct but would not cause patient harm Example: Not enough medication to last for indicated condition-- could be refilled or corrected by	All elements required are correct: Right drug Right dose Right indication Right instructions Right elements

NURS 573: Rational Prescribing
Course Syllabus

	which would not cause patient harm if taken individually but could if evaluated together Major--Prescribing drug that is contraindicated by allergy, condition, or interaction potential	pharmacist	
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Participation & Engagement will be graded using the following rubric

Participation & Engagement Rubric			
Includes attendance, engagement, postings and discussions			
	Needs Improvement (70 points or less)	Acceptable (80 points)	Superior (100 points)
Reading Application 25 % Application of assigned reading(s)	Assignments and discussion reflect little, no, or unclear evidence of assigned readings	Assigned readings used and incorporated appropriately into class assignments and discussion	Assigned readings and supplemental or student initiated resources incorporated into class assignments and discussion
Engagement 25 % Responsiveness to group discussion	Little or no attempt to participate in discussion/discussion off track or lacks relevance/derivative comments Responses do not acknowledge or reflect other participants viewpoints or lack respectful dialogue Poor attendance or absence without instructor permission	Occasional participation in discussion with relevant comments and observations Responses occasionally acknowledge other participants viewpoints/respectful dialogue Attendance according to course policies up to one	Consistent participation in discussion with relevant, original, and comprehensive analysis and observations Consistently acknowledges other participants viewpoints and always engages in respectful dialogue No missed classes or excused absences
Preparation and Reliability 25 % Ability to plan and meet course assignments	Failure to meet deadlines/late or consistently requiring direction and or last minute clarification	Met all assignments by deadlines required with occasional direction 24 hours or less before assignment deadline	Met all assignment deadlines requiring minimal or no direction (given in >24 hours in advance of assignment if needed)
Sources and Evidence 25 % Use and application of evidence based resources	Little or no attempt to consider or apply evidence based sources Sources used without appropriate credit or	Demonstrates use and application of evidence based sources in assignments and discussions	Consistent use and application of evidence based sources in assignments and discussion with use

NURS 573: Rational Prescribing
Course Syllabus

	attribution (plagiarism is an automatic zero and referral for further action)	Uses appropriate credit or attribution	of/discovery of additional new resources as needed Always adheres to APA style guidelines in credit/attribution of sources
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Exams will occur at midterm and at the end of the course. Exams will consist of content covered up to the time of the exam (final exam will be cumulative). Additional detail regarding exams will be available on the course website.



WASHINGTON STATE UNIVERSITY COLLEGE OF NURSING | DOCTOR OF NURSING PRACTICE
FAMILY NURSE PRACTITIONER PROGRAM
NURSING 573: RATIONAL PRESCRIBING

COURSE CALENDAR

DATES	TOPIC	READINGS	LEARNING & EVALUATION ACTIVITIES
Preparation for Week #1	Introduction to Course	In preparation for Week 1 Review <ul style="list-style-type: none"> • Course syllabus • FNP Student Handbook Graduate Student Handbook 	Introduction Discussion Board Student will respond to all questions posed by Professor.
Week #1 May 14 Self- Directed <i>Faculty-directed activities- 4 hrs</i>	Safe and Legal Prescribing <ul style="list-style-type: none"> • Legal Aspects of Prescribing • Medication Errors • Conscientious Prescribing • Non-Prescription Remedies 	<ul style="list-style-type: none"> • Chapter 1—Conscientious and Rational Prescribing • Chapter 25—The Integrative Medicine Pharmacopeia • Chapter 1,25 Powerpoints • Jenkins and Viada article • ISMP Error Prone Abbreviations Prescriber’s Letter: Vitamin D	Tegrity Lecture: Review of Washington and Oregon Prescribing Law <ul style="list-style-type: none"> • Review all readings • Download Epocrates and Adobe Reader • Download and complete practice prescription • Discussion Board #1
Week #2	Prescribing for the Geriatric Patient:	<ul style="list-style-type: none"> • Chapter 17—Modern 	<ul style="list-style-type: none"> • Review all readings

NURS 573: Rational Prescribing
Course Syllabus

DATES	TOPIC	READINGS	LEARNING & EVALUATION ACTIVITIES
May 21 9 AM – 1 PM <i>Faculty-directed activities- 4 hrs</i>	Polypharmacy and Renal Adjustment (Pharmacist Lecturer) Course Introduction and Tools <ul style="list-style-type: none"> • Managing Bacterial Infections • Antibiotic Dosing and Renal Impairment Adjustment • Prescribing Practicum: Antibiotics and Renal Adjustment Practice 	Approaches to Manage Bacterial Infections <ul style="list-style-type: none"> • Chapter 22—Prescribing for the Geriatric Patients • Chapter 2—Review concepts as needed Angel Readings as assigned	<u>before class</u> In class prescribing practicum focusing on antibiotics and renal adjustment with geriatric patients
Week # 3 May 28 Self- Directed <i>Faculty-directed activities- 4 hrs</i>	Cardiovascular and Blood Pressure Medications Medications Used in Treatment of Hyperlipidemia Tegrity Case Study Prescribing Practicum	<ul style="list-style-type: none"> • Chapter 6—Drugs Used in Treatment of Cardiovascular Disorders • Chapter 7—Drugs Used to Regulate Blood Pressure • Chapter 8—Drugs Used in Treatment of Hyperlipidemia Angel Readings as Assigned	<ul style="list-style-type: none"> • Review and complete prescribing exercises in Tegrity
Week # 4 June 4 Self- Directed <i>Faculty-directed activities- 4 hrs</i>	Medications Used in the Treatment of Common Disorders of the Gastrointestinal System Tegrity Case Study Prescribing Practicum	<ul style="list-style-type: none"> • Chapter 11—Drugs Used in Treatment of Common Disorders of the Gastrointestinal System Angel Readings as Assigned	<ul style="list-style-type: none"> • Review and complete prescribing exercises in Tegrity • Discussion Board #2
Week # 5 June 11 Self- Directed	Medications Used in Treatment of Women’s and Men’s Health	<ul style="list-style-type: none"> • Chapter 20 and Chapter 21—Drugs used to Affect Women’s Health and Drugs 	<ul style="list-style-type: none"> • Review and complete prescribing exercises in Tegrity

NURS 573: Rational Prescribing
Course Syllabus

DATES	TOPIC	READINGS	LEARNING & EVALUATION ACTIVITIES
<i>Faculty-directed activities- 4 hrs</i>	Tegrity Case Study Prescribing Practicum	Used to Affect Men's Health • Chapter 12—Drugs Used to Treat Endocrine Gland Disorders Angel Readings as Assigned	• Discussion Board #3
Week # 6 June 18 9 AM – 1 PM <i>Faculty-directed activities- 4 hrs</i>	Medications Used in Treatment of Pulmonary Diseases and Disorders	• Chapter 10—Drugs Used in Treatment of Pulmonary Diseases and Disorders Angel Readings as Assigned	Tegrity Case Study Prescribing Practicum Review and complete prescribing exercises in Tegrity In Class Midterm Midterm Exam: 910-11:10 Lecture 1140-1:10
Week # 7 June 25 9 AM – 1 PM <i>Faculty-directed activities- 4 hrs</i>	Prescribing: Dosing and Preparations Lecture (Skin, Eye and Ear Disorders) Guest Speaker: Scott Stumbo and Shannon Janoff, Kaiser Permanente Center for Health Research • Bioavailability—Creams, Lotions, patches • Eye and Ear medications • Dermatologic preparations • Guest: Research related to overdose of prescribed narcotic RXs	• Chapter 5—Drugs Used in Treatment of Eye and Ear Disorders • Chapter 16—Drugs Used in Treatment of Skin Disorders Angel Readings as Assigned	• Review all readings <u>before class</u> • In class prescribing exercises focusing on writing for preparations and dosing other than tablets

NURS 573: Rational Prescribing
Course Syllabus

DATES	TOPIC	READINGS	LEARNING & EVALUATION ACTIVITIES
<p>Week # 8 July 2 Self- Directed</p> <p><i>Faculty-directed activities- 4 hrs</i></p>	<p>Medications Used in Treatment of Psychiatric Disorders</p> <p>Medications Used to Treat Common Neurological Conditions</p> <p>http://aims.uw.edu/resource-library/impact-training</p> <p>View: Module 4: Antidepressant Medications (80 minutes) Module 9: Maternal Depression (83 minutes) Module 10: Depression in Teens (51 minutes)</p>	<ul style="list-style-type: none"> • Chapter 15—Practical Pharmacotherapy of Drugs Used to Treat Psychiatric Disorders • Chapter 14—Drugs Used to Treat Common Neurological Conditions <p>Angel Readings as Assigned</p>	<p>CME #1:</p> <ol style="list-style-type: none"> 1) Cleveland Clinic: A Practical Approach to Prescribing Antidepressants available at: http://www.clevelandclinicmeded.com/online/journal/10_October-2013/0531202/ 2) Place CME in drop box by due date 3) View and complete modules 1-4 at: http://www.medscape.org/sites/advances/seizures (Management of Adolescents with Seizure, Considerations in Managing Seizures in Women, Seizures in the Elderly—Treatment and Special Conditions)
<p>Weeks # 9 July 9 Self- Directed</p>	<p>Medications Used in Treatment of Diabetes</p>	<ul style="list-style-type: none"> • Chapter 13—Drugs Used to Treat Diabetes Mellitus <p>Angel Readings as Assigned</p>	<p>Tegrity Case Study Prescribing Practicum Review and complete prescribing exercises in Tegrity</p> <p>CME #2:</p>

NURS 573: Rational Prescribing
Course Syllabus

DATES	TOPIC	READINGS	LEARNING & EVALUATION ACTIVITIES
<i>Faculty-directed activities- 4 hrs</i>			1) Cleveland Clinic: Disease Management Clinical Decisions: Diabetes 2) Available at: http://www.clevelandclinimed.com/online/casebased/decisionmaking/diabetes/default.asp 3) Place CME in drop box by due date
Week 10 July 16 Self- Directed Pain Medications <i>Faculty-directed activities- 4 hrs</i>	View and Complete: REMS Modules 1-5 (5 hours) Available at: http://www.primed.com/PMO/Featured/Pain/Default.aspx	<ul style="list-style-type: none"> Chapter 24—Drugs Used to Manage Pain Angel Readings as Assigned	CME #3: 1) REMS module assignment Place CME certificate in drop box by due date
Week #11 July 23 9 AM – 1 PM Prescribing: Non-Pharmaceutical/Unique Therapies and Opioid Conversion Exercises <i>Faculty-directed activities- 4 hrs</i>		<ul style="list-style-type: none"> Review Chapter 24—Drugs Used to Manage Pain Angel Readings specific to writing prescriptions for non RX, physical therapy, occupational therapy, DME etc. and conversion of opioids	<ul style="list-style-type: none"> Review all readings <u>before class</u> In class prescribing exercises focusing on non-pharmaceutical therapies and opioid conversion <p>Study for Final Exam open July 30 9 AM-12 noon</p>
Weeks # 12			

NURS 573: Rational Prescribing
Course Syllabus

DATES	TOPIC	READINGS	LEARNING & EVALUATION ACTIVITIES
July 30 <i>Faculty-directed activities- 2 hrs</i>			



**FAMILY NURSE PRACTITIONER PROGRAM
NURSING 573: RATIONAL PRESCRIBING
COURSE MAP**

Program Outcome	Student Learning Outcome	Demonstration of Student Learning (assignments, presentations, etc.)
<p>1) Translate and Integrate evidence based theory, clinical judgment, research findings and interprofessional perspectives into advanced nursing practice to improve outcomes for patients/<i>individuals</i> and families across the lifespan.</p> <p>2) Demonstrate ethical and critical thinking with diagnostic management and reasoning skills in the process of clinical decision making for patients/<i>individuals</i> and families across the lifespan.</p>	<p>1) Evaluate state-of-the-art information on proper prescribing practices</p> <p>2) Critically analyze prescribing standards, references, and decision support tools to provide evidence-based recommendations to clients that optimize clinical efficiency.</p> <p>4) Demonstrate consideration for such factors as genomic-related efficacy, cost, need for monitoring, side effect profile, and potential concerns about adherence when making prescribing decisions.</p>	<ul style="list-style-type: none"> • In class discussion • Online discussion boards • Exams • Rx Assignments • CE Modules • Online discussion boards • Exams

NURS 573: Rational Prescribing
Course Syllabus

<p>3) Demonstrate knowledge of common acute and chronic physical and mental health concerns. Be able to utilize appropriate pharmacological and non-pharmacological strategies to promote, and improve quality of life and promote a death with dignity.</p> <p>4) Demonstrate knowledge of health protection, health promotion, and disease prevention/treatment strategies to improve or maintain health</p>	<p>3) Incorporate the prescription of appropriate medication(s) into the development of comprehensive treatment plans for individuals with acute illnesses and chronic conditions.</p> <p>2) Critically analyze prescribing standards, references, and decision support tools to provide evidence-based recommendations to clients that optimize clinical efficiency.</p> <p>3) Incorporate the prescription of appropriate medication(s) into the development of comprehensive treatment plans for individuals with acute illnesses and chronic conditions.</p>	<ul style="list-style-type: none">• In class discussion• Online discussion boards• CE Modules• Rx Assignments <ul style="list-style-type: none">• In class discussion• Online discussion boards• CE Modules• Rx Assignments
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