New Graduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): NRSG 620

Course Title: Advanced Pharmacology II
Abbreviated Course Title (≤ 30 chars):
First Semester to be Offered: Summer 2014
Submitted by: Lynn Taylor x 3500; lynnt@msu
Submitter's Contact Info: Phone, Email:
Instructor: Stacy Steilflug, MN, APRN-BC, FNP, PhD
Department: Nursing
College: Nursing

New Graduate Course Review Process

Instructor completes the New Course Packet.

Department Head’s signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval (if required).

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.

The New Course Packet (as PDF) is submitted to the Graduate School for approval by the Dean.

Provost’s Office reviews the new course request.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes.

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) do not require review by the College Curriculum Committee, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

   www.mus.edu/Qtools/CCN/ccn_default.asp

   • If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   • If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.

3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):

   Course Title: NRSG 620
   Abbrev. Course Title (≤ 30 char): Advanced Pharmacology II
   Credits: 3
   Department Offering Course: Nursing
   College: Nursing

Is this course “equivalent” to a course in the MUS System?: □ Yes ☑ No

Learning Outcomes for the Course:

1. Analyze the pharmacodynamics and pharmacokinetics of specific drugs for each pathologic condition presented.
2. Synthesize content from current peer reviewed articles and offer scientific resources during class discussion.
3. Analyze and discuss potential adverse reactions, side effects, and drug-drug interactions in selected systems and degenerative disorders.
4. Demonstrate clinical thinking and awareness of cultural influences and values as they relate to pharmacologic and CAM treatment across the patient lifespan and across the socio-economic spectrum.
5. Integrate application of state laws and federal rules and regulations pertaining to prescriptive authority and the prescribing of drugs and devices when discussing clinical situations.
6. Integrate into clinical discussions appropriate state and federal rules and regulations pertaining to the prescribing of scheduled and non-scheduled medication.
7. Synthesize information from biomedical ethics, Board of Nursing rules and regulations, federal law, and nurse practitioner prescriber responsibilities.
8. Demonstrate advanced levels of clinical
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):

- NRSG 620
  - Advanced Pharmacology II

Course Title (for Catalog):
- Advanced Pharmacology II

Course Title (for Schedule of Classes, 30 characters, max.):
- Summer 2014

First Semester to be Offered:
- Summer 2014

Restricted Entry/Consent of Instructor Required:
- ☑ Yes    ☐ No

Instructor's GID (last 4 digits only):
- 6525

Department Offering Course:
- Nursing

College:
- Nursing

Is the requested course number available? (x4155 to check):
- ☑ Yes    ☐ No

Frequency of course offering:
- ☑ Annually    ☐ Alternate Years, starting ________

Semester(s) offered (check all that apply):
- ☑ Summer    ☐ Fall    ☐ Spring

Summer Options (check all that apply):
- ☐ First 6 weeks    ☐ Second 6 weeks    ☑ 12 weeks

Credits by mode of instruction:
- Lecture: 3
- Seminar: 
- Independent Study: 
- Lab/Studio: 
- Recitation/Discussion: 

TOTAL CREDITS: 3

Primary Mode(s) of Delivery:
- ☑ Face-to-face    ☐ Web-Enhanced (small on-line comp.)
- ☑ On-Line Only    ☐ Blended (significant on-line portion)

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.

- Assigned Day(s):
  - ☑ M    ☐ Tu    ☐ W    ☐ Th    ☐ F    ☐ Sa    ☐ Su
- Assigned Time(s):
- Assigned Building:
- Assigned Room:
- Capacity (room capacity, or enrollment “cap”):

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):
- NRSG 601 Advanced Health Assessment; NRSG 602 Advance

Co-Requisite(s):

Course Description – Provide a course description of 40 words or less for the MSU Catalog.

Focuses on pharmacologic effects and clinical use of selected drug classifications for the treatment and management of acute and chronic illnesses. Ethical and legal responsibilities, pharmacologic mechanisms, contraindications, complimentary alternative medicine and patient education will be addressed.
DEAN’S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases, new courses will replace existing courses and the new course request is effectively resource neutral; however, that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified.

The Dean's Statement is the place to document how the costs of the proposed new course will be covered.

This course essentially replaces an existing 3 credit pharmacotherapeutics course that has been offered to master's nurse practitioner students. With the introduction of the DNP program into the graduate nursing curriculum, the master's nurse practitioner courses are no longer offered.

Helen Malland, Dean
College of Nursing
NEW GRADUATE COURSE NARRATIVE
Updated: 12/31/2013

REQUIRED DOCUMENTATION FOR REVIEW OF NEW GRADUATE COURSES

1. Course Description:

What are the special goals or purposes of the course that support a “graduate” level of the course?
This graduate nursing course focuses on the pharmacologic effects and clinical use of selected drug classifications for the treatment and management of acute and chronic illnesses. Pharmacologic mechanisms in association with adverse effects, side effects, drug-drug interactions, drug-food interactions, contraindications and patient education will be addressed. Ethical and legal responsibilities, rules and regulations, issues and complimentary alternative medicine associated with advanced practice nurse prescribers will also be addressed. Appropriate treatment across the client lifespan, current pathophysiology, multicultural, and socioeconomic influences are included.

   a. Is this course intended to be a required part of a new degree curriculum option, major, or minor? Yes, this course is part of the new Doctor of Nursing Practice (DNP Family/Individual) degree.
   b. Provide a course syllabus containing all major topics to be covered. Syllabus attached
   c. List required texts or other required references. Please refer to the syllabus

2. Level of Offering:

   a. Has the course been offered previously as a 591? No
      i. If so, when?
      ii. What was the enrollment?
      iii. What level of students took the course?
      iv. What were the evaluations?
   b. Does the course represent an upgraded version of an undergraduate level course? No
      i. If so, how has the course been changed to justify offering it at the graduate level? (Be specific)
   c. What are the prerequisites for this graduate course? (List exact MSU courses - e.g. ESCL XXX or equivalent) NRSG 601 Advanced Health Assessment; NRSG 602 Advanced Physiology/Pathophysiology; NRSG 603 Advanced Pharmacology I.
   d. What performance requirements are placed on students which make this a graduate course? Students will be expected to perform as advanced practice nurses and meet the course objectives:

1. Analyze the pharmacodynamics and pharmacokinetics of specific drugs for each pathologic condition presented.
2. Synthesize content from current peer reviewed articles and offer scientific resources during class discussion.
3. Analyze and discuss potential adverse reactions, side effects, and drug-drug interactions in selected systems and degenerative disorders
4. Demonstrate clinical thinking and awareness of cultural influences and values as they relate to pharmacologic and CAM treatment across the patient lifespan and across the socio-economic spectrum.

5. Integrate application of state laws and federal rules and regulations pertaining to prescriptive authority and the prescribing of drugs and devices when discussing clinical situations.

6. Integrate into clinical discussions appropriate state and federal rules and regulations pertaining to the prescribing of scheduled and non-scheduled medication.

7. Synthesize information from biomedical ethics, Board of Nursing rules and regulations, federal law, and nurse practitioner prescriber responsibilities.

8. Demonstrate advanced levels of clinical judgment, systems thinking and accountability in designing, delivering, and evaluating evidence based care to improve patient outcomes.

9. Demonstrate knowledge of necessary laboratory monitoring and acceptable parameters for safe and effective care.

10. Demonstrate appropriate documentation in selecting and prescribing pharmacologic agents.

11. Assess and demonstrate appropriate patient education to facilitate patient understanding and compliance.

   i. Specifically state the written requirements or products of this course. Please refer to the course assignments within the syllabus.

   ii. How will the student=s learning be assessed and graded? Please refer to the course assignments within the syllabus.

COURSE GRADE

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<td>Exams</td>
<td>200</td>
</tr>
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<td>TOTAL</td>
<td>258</td>
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</table>

3. Relationship to other courses, curricula, and Departments:

   a. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which one(s)? Yes it builds on NRSG 603 Advanced Pharmacology I. This is a required course in the DNP curricula

   b. Does this course replace one or more courses that will not be offered? No if so, which one(s)? N/A

   c. Will this course be co-convened with an undergraduate course? If so, what additional requirements will students enrolled in the graduate course be expected to fulfill? N/A

   d. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverages and education experiences differ, and how are these duplications or reiterations justified? No
e. When the course is to be co-sponsored, taught by faculty from more than one department, or when content overlaps areas of common concern, the concurrence of all department heads and deans involved must be indicated. N/A

What liaison has been conducted with other departments? State reactions, both favorable and unfavorable.

4. Students Served:

f. Does the proposed course serve:
   i. Majors only? Yes
   ii. Non-majors only? State area(s) or discipline(s) to be served. No
   iii. Both majors and non-majors? Indicate what specific efforts will be made to make the course materials relevant to all disciplines served. How are faculty and students in the other areas to be served being made aware of this course?

5. What is the anticipated course enrollment? 25

6. Resources (including instructor):

   g. Are department financial resources sufficient for offering this course? Yes
   h. Does the instructor have the requisite academic training to offer this course? Yes
      i. Describe these qualifications briefly and include a vita (if the instructor is non-tenured). CV attached.
   i. Are the library holdings adequate to support this course? Yes

7. Course Evaluation:

   j. How will the students evaluate the course and instructor? Online Knapp evals and in-house new course evaluation form
   k. How will the department evaluate the course and instructor? Same as above.

8. Other Supporting Material: Include any additional information you feel is needed to support this request.

Note: When using the December 2013 New Graduate Course form, it is not necessary to also submit a Graduate Course Change form, as required in the past.
NRSG 620 Advanced Pharmacology II

Credits: 3 (lecture)

Prereqs: NRSG 601 Advanced Health Assessment; NRSG 602 Advanced Physiology/Pathophysiology; and NRSG 603 Advanced Pharm I

Lecture: Online via D2L.

Instructor: Prof. Stacy M. Stellflug, MN, APRN-BC, FNP, PhDc
Cell Phone: 406.672.3353
Email: Stacy.stellflug@montana.edu or D2L email
Office: Apsaroke Hall 317 – Office hours by appointment.

COURSE DESCRIPTION: This graduate nursing course focuses on the pharmacologic effects and clinical use of selected drug classifications for the treatment and management of acute and chronic illnesses. Pharmacologic mechanisms in association with adverse effects, side effects, drug-drug interactions, drug-food interactions, contraindications and patient education will be addressed. Ethical and legal responsibilities, rules and regulations, issues and complimentary alternative medicine associated with advanced practice nurse prescribers will also be addressed. Appropriate treatment across the client lifespan, current pathophysiology, multicultural, and socioeconomic influences are included.

COURSE OUTCOMES/COMPETENCIES:
1. Analyze the pharmacodynamics and pharmacokinetics of specific drugs for each pathologic condition presented.
2. Synthesize content from current peer reviewed articles and offer scientific resources during class discussion.
3. Analyze and discuss potential adverse reactions, side effects, and drug-drug interactions in selected systems and degenerative disorders
4. Demonstrate clinical thinking and awareness of cultural influences and values as they relate to pharmacologic and CAM treatment across the patient lifespan and across the socio-economic spectrum.
5. Integrate application of state laws and federal rules and regulations pertaining to prescriptive authority and the prescribing of drugs and devices when discussing clinical situations.
6. Integrate into clinical discussions appropriate state and federal rules and regulations pertaining to the prescribing of scheduled and non-scheduled medication.
7. Synthesize information from biomedical ethics, Board of Nursing rules and regulations, federal law, and nurse practitioner prescriber responsibilities.

Original Syllabus Author: Stacy Stellflug  Date: October 2013
8. Demonstrate advanced levels of clinical judgment, systems thinking and accountability in designing, delivering, and evaluating evidence based care to improve patient outcomes.
9. Demonstrate knowledge of necessary laboratory monitoring and acceptable parameters for safe and effective care.
10. Demonstrate appropriate documentation in selecting and prescribing pharmacologic agents.
11. Assess and demonstrate appropriate patient education to facilitate patient understanding and compliance.

PROFESSIONAL STANDARDS AND GUIDELINES: The curriculum is guided by:

RECOMMENDED RESOURCES:

Up To Date. [www.lib.montana.edu/resources/](http://www.lib.montana.edu/resources/) By title- click on “S T U” scroll down to “Up To Date: Clinical Support Decision”. You will need your NetID and Password. There are directions for obtaining this information if you don’t have or remember your ID or password.

The Prescriber’s Letter: A monthly update of pharmacology news as well as a password protected electronic resource with extensive pharmacological information. This is a subscription service but is available at a substantially reduced rate to students. You can find out more by going to [http://www.prescribersletter.therapeuticresearch.com](http://www.prescribersletter.therapeuticresearch.com).

Epocrates: Epocrates is a publisher of mobile device software designed to provide information about medications for health care providers. There is a free version and an upgraded version. The free version provides basic information about medications, dosages, side effects, etc. The pay version provides a pill identifier, alternative medications, practice guidelines and several calculators.

COURSE ASSIGNMENTS:
- **Reading:** There is a significant amount of reading for this course. Each week there will be required readings taken from the Edmunds & Mayhew text as well as various articles from UpToDate. There may also be current online reading that will supplement the lectures and texts. Students are expected to keep up with the readings. You are expected to be familiar with the content posted and all reading material is test worthy. In addition to assigned readings, the assumption is that your previously required textbooks may be used as references.
- **Lectures/Modules:** Each week there will be a lecture. Lectures will be pre-recorded and posted online in the Content Section of D2L. Lecture may include power point handouts that can be downloaded. The lecture outlines intentionally do not have all the information covered to keep you engaged during the lectures. In the reading assignments and lectures I may also refer you to specific material I would like you to review on your own. Even though we may not explicitly cover a topic in class, you are responsible for the content of reading as it may appear on an exam.
- **Prescription Writing Assignment (4 pts):** Learning how to write prescriptions is as important as knowing what to write. During Week 4 I will provide you with 4 case studies that will require you to write a prescription for your patient. I will also

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provide you with a prescription pad on which you will write out your rx. You will then scan and submit your prescriptions via a D2L dropbox.

- **NPI/DEA Licensure Assignment (10 pts):** AFTER you pass your boards and apply for licensure you will need 2 items. An NPI number and a DEA number. This assignment is 3 fold. I want you to obtain the application forms for an NPI and DEA number. Please fill out as much information as you can on the applications. You will also write a 1 page summary where you will describe what the NPI and DEA numbers are, why you need one, and what the qualifications for licensure/certification are. The due date is listed in the course schedule.

- **Complimentary Alternative Medications Assignment (20 pts):** You will pick a condition from the list in the Content Area of D2L. Find the top 2 CAM treatments for the condition you have chosen. Use the following rubric to prepare a 1-2 page report on what you found. The due date for this assignment can be found in the Course Schedule.

<table>
<thead>
<tr>
<th>CAM Assignment Rubric</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the Condition: Briefly (1-2 paragraphs) identify and describe the condition. Include information about signs and symptoms, duration, etc.</td>
<td>5</td>
</tr>
<tr>
<td>Identify and describe each of the 2 CAM treatments you have found. Be sure to include information on the reported dose, cautions, drug interactions, adverse reactions, and proposed mechanism of action.</td>
<td>10</td>
</tr>
<tr>
<td>Include the average price of the CAMs.</td>
<td>3</td>
</tr>
<tr>
<td>Use APA format.</td>
<td>2</td>
</tr>
<tr>
<td>Total:</td>
<td>20</td>
</tr>
</tbody>
</table>

- **Quizzes/Exams (200 pts):** There will be three 4 exams administered via D2L throughout the semester. Please note, there will NOT be a comprehensive final exam. Please see the course schedule for dates and times of exams. Exams will be open for 24 hours on the designated date. You will be allowed 60 minutes to complete each exam. Once you log onto the exam, you must complete the exam. Unless there is an unexpected emergency, everyone is expected to take the exam on the scheduled day. You are highly encouraged to plan in advance to be free from other obligations while taking your exam. Once everyone has taken the exam, I will do an item analysis and release the results when I am done, this may take 48-72 hours.

- **Discussions (24 pts):** There will be a total of 3 formal discussions for this course. Each discussion is worth a total of 8 points. The rubric for case study discussions is located below. You will notice in D2L, there is a place each week for you to ask general course questions (e.g.: Week 1 Questions). There is also a “Consult with your Professor” forum where you may ask general questions. There is also a student venue titled “Coffee Shop” in which you may feel free to post questions or announcements for your fellow classmates.

<table>
<thead>
<tr>
<th>Case Study Discussion Rubric</th>
<th>CRITERIA</th>
<th>Unsatisfactory=0 pts</th>
<th>Satisfactory=1 pt</th>
<th>Exemplar = 2 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantity and Timeliness</strong></td>
<td>Does not submit at least one initial response early in the session and/or does not submit at least two peer</td>
<td></td>
<td>Submits at least one initial response early in the session, and at least two peer</td>
<td>Submits one initial response early in the session, and two or more thoughtful peer</td>
</tr>
</tbody>
</table>

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<table>
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<th>Spelling and Mechanics</th>
<th></th>
<th></th>
<th></th>
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</thead>
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<tr>
<td>Does not submit posts that are in complete sentences. Or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling errors.</td>
<td>Submits posts that have one or more grammatically incorrect sentences and two spelling errors.</td>
<td>Submits posts that contain grammatically correct sentences without any spelling errors.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge and understanding of content and applicability to professional practice.</td>
<td>Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice.</td>
<td>Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice.</td>
<td>Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice, and include other resources that extend the learning of the community.</td>
</tr>
<tr>
<td>Generates learning within the community.</td>
<td>Posts do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper.</td>
<td>Posts attempt to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper.</td>
<td>Posts elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper.</td>
</tr>
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**GENERAL STUDY ADVICE:**

- One thing I have learned while teaching this course is that you must keep up. It is nearly impossible to catch up; even 1 week can make the difference between passing or not passing this course. I would advise you to contact me if you are struggling and certainly reevaluate before the drop deadline if you are failing the course. I am not trying to scare you, but just being very honest in the time required to pass or do well in this course.

**GENERAL DISCUSSION ADVICE:**

- Please participate in online discussions and communications as you would in constructive face-to-face discussions. Remember that email allows for a written record, thus your comments are considered a legal document. In other words . . . be careful what you say.

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Please be professional, respectful, and courteous.

Online communication lacks the non-verbal cues that provide much of the meaning in face-to-face conversations. Choose your words carefully, phrase your sentences clearly, and keep you sentences and paragraphs brief.

State your purpose for writing at or near the beginning of your message whenever possible.

Keep your discussions in the "right room". In other words, it helps everyone if the discussion fits the conversation. For example, it is best to keep a discussion of hypertension management in cardiovascular rather than in the discussion related to ethics of prescribing.

Remember the discussion forums are OPEN to many people in the course so your more private conversations with either faculty or other students should be done via email. If you present a real clinical case, please adhere to HIPAA guidelines and protect the anonymity of your patient.

If you find some new websites or articles that you think others would like to see, please post them.

Proofread your post. Check your spelling and grammar.

Finally, it is expected that APA format will be used to cite resources in the discussion. Discussion forums are part of the scholarly process so the information you post should be from articles or other scholarly references with appropriate citations.

COURSE GRADE

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Grading scale:
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%

Students must have an average of at least 70% in order to pass NRSG 603. A final grade of D or F in the course means the course must be repeated. A student is expected to schedule an appointment with the instructor for advisement when earning less than a grade of a C.

In final grade calculation, points will be rounded to whole numbers using the 0.5 rule. Points at ≥ 0.5 will be rounded up while those ≤ 0.5 will be rounded down to the nearest whole number.

COURSE POLICIES:

Exam Policy: There will be no late or early exams given. Please see above for more information.

Email Policy: I expect that you will check your university email and our D2L course website at least twice per week. Please be mindful of your emails. Be respectful in how you communicate with others. Proof your emails and be certain what you are saying is something you would be comfortable saying face to face. Remember email is a legal document so carefully read your emails before you hit send. If you have sensitive questions or concerns please make an appointment to discuss with me directly.

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Collaboration: University policy states that, unless otherwise specified, students may not collaborate on graded material. This means you are to work independently on exams. If you have questions about collaboration, you are expected to ask for clarification.

Behavioral Expectations: Montana State University expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities.

Academic Misconduct: Section 420 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others misconduct. Possible sanctions for academic misconduct range from an oral reprimand to expulsion from the university. At a minimum you will receive a lower or failing grade for willful acts of academic misconduct. They will not be tolerated.

ACADEMIC EXPECTATIONS: Section 310.00 in the MSU Conduct Guidelines states that students must:

A. Be prompt and regular in attending classes (this also pertains to online courses)
B. Be well prepared for classes
C. **Submit required assignments in a timely manner (it is your responsibility to check D2L for date and time deadlines).** Any late assignment will have 10 points/day deducted from your total points! There will be no exceptions!
D. Take exams when scheduled - **There will be no make-up, early, or late exams.**
E. Act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
F. Make and keep appointments when necessary to meet with the instructor

STUDENTS WITH DISABILITIES: If a student has a documented disability for which he/she may be requesting an accommodation(s), he/she is encouraged to contact the instructor and Disabled Student Services as soon as possible.

STUDENT EDUCATIONAL RECORDS: All records related to this course are confidential and will not be shared with anyone, including parents, without a signed, written release. If you wish to have information from your records shared with others, you must provide written request/authorization to the office/department. Before giving such authorization, you should understand the purpose of the release and to whom and for how long the information is authorized for release. For more information contact the Dean of Students Office at 406-994-2826.

INSTRUCTOR/COURSE EVAL: Evaluation is a reciprocal process. At the end of the semester, each student will be given evaluations for the instructors and the course. Please be specific in this evaluation. The evaluations are tools used to improve course sequence, content and teaching methods in order to provide students with the most beneficial learning experience. Feedback and suggestions are greatly welcomed throughout the semester as well; please feel free to set up an appointment with professor, or use e-mail.
<table>
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<th>Reading</th>
<th>Exams/Activities</th>
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</table>
| 1    | Course Orientation & Principles Review  
      Principles of Safe Prescribing: Pharmacokinetics, Pharmacodynamics, Pharmacogenomics and Drug Interactions | | Post your bio in Discussion Area by 5/16 at 11:59 pm |
| 2    | Lab Monitoring | | Prescription Writing Assignment Due via Dropbox no later than 11:59 pm on 6/13 |
| 3    | Pediatrics, Pregnancy and Nursing Moms | | Exam #1 Will be open from 12:01 am to 11:59 pm on 5/27 |
| 4    | Inflammation & Chronic Pain  
      Controlled Substances  
      Low Back Pain  
      Migraine & Tension Headaches | | Discussion #1 closes at 11:59 pm on 6/6 |
| 5    | Cardiovascular  
      Hypertension & Dyslipidemia | | DEA/NPI Assignment due to Dropbox no later than 11:59 pm on 6/13 |
| 6    | Respiratory  
      Asthma Management Across the Lifespan  
      Assessment and Intervention of COPD  
      URI | | Exam #2 will be open from 12:01 am to 11:59 pm on 6/17 |
| 7    | Gastrointestinal  
      Assessment and Intervention in GI Disorders | | Discussion #2 closes at 11:59 pm on 7/4 |
| 8    | Complimentary Alternative Medicines | | Exam #3 will be open from 12:01 am to 11:59 pm on 7/8 |
| 9    | Reproductive Issues  
      Contraception  
      Sexually Transmitted Infection | | CAM Assignment due to Dropbox no later than 11:50 pm on 7/18 |
| 10   | Infectious Disease  
      Antimicrobial Therapy | | Discussion #3 closes at 11:59 pm on 7/25 |
| 11   | Endocrine  
      Type 1 DM  
      Type 2 DM  
      Thyroid Disorders | | Exam #4 will be open from 12:01 am to 11:59 pm on 7/29 |
| 12   | No New Content | Study for your last exam 🎓 | |
MONTANA STATE UNIVERSITY
COLLEGE OF NURSING
Academic Vita

Name: Stacy M. Stellflug
Title: MN, APRN-BC, FNP

Address: 3443 Aireway Drive
Billings, MT 59106
Date of Appointment to MSU: August, 2009

MT RN Licensure No.: 27179
Date of Current Rank: 08/16/2009

Clinical Nursing Specialty: Pediatrics
National Certifications: ANCC - 2004003587

Professional Education:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Year</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>University of Colorado</td>
<td>2013</td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td>Denver, CO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MN</td>
<td>Montana State University</td>
<td>2004</td>
<td>Nursing – Family</td>
</tr>
<tr>
<td></td>
<td>Bozeman, MT</td>
<td></td>
<td>Family Practice NP</td>
</tr>
<tr>
<td>BSN</td>
<td>Montana State University</td>
<td>2000</td>
<td>Nursing</td>
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</tr>
<tr>
<td>BA</td>
<td>Carroll College</td>
<td>1997</td>
<td>Psychology</td>
</tr>
<tr>
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<td>Helena, MT</td>
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Previous Teaching Experience:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Organization</th>
<th>Position</th>
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<tbody>
<tr>
<td>2002-2003</td>
<td>Montana State University</td>
<td>Graduate Teaching</td>
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<tr>
<td></td>
<td>Bozeman, MT</td>
<td>Assistant</td>
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Professional Experience:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Organization</th>
<th>Position</th>
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<tbody>
<tr>
<td>2004-Present</td>
<td>St. Vincent Healthcare</td>
<td>Peds APRN</td>
</tr>
<tr>
<td></td>
<td>Billings, MT</td>
<td>Student Health NP</td>
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<tr>
<td>2003-2004</td>
<td>Bozeman Deaconess Hospital</td>
<td>Staff Nurse</td>
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<td></td>
<td>Bozeman, MT</td>
<td>NICU/NBN</td>
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<tr>
<td>2001-2004</td>
<td>Gallatin Valley Family Clinic</td>
<td>Staff Nurse</td>
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<td>Bozeman, MT</td>
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<tr>
<td>2001-2002</td>
<td>St. Vincent Healthcare</td>
<td>Staff Nurse</td>
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<td>Billings, MT</td>
<td>Peds</td>
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<tr>
<td>2000-2001</td>
<td>St. Peter’s Hospital</td>
<td>Staff Nurse</td>
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<td>Helena, MT</td>
<td>Peds</td>
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Courses Taught (past 10 years only):

<table>
<thead>
<tr>
<th>Term/Year</th>
<th>Course No.</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Fall/2009</td>
<td>N349</td>
<td>Nursing Care of the Child and Family - Laby</td>
</tr>
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</table>
Fall/2009  N239  Health Assessment Lab
Spring/2010  N349  Nursing Care of the Child and Family and Lab
Spring/2010  N485  Nursing Leadership and Management – Lab
Summer/2010  N258  Pathophysiology
Fall/2010  N348  Nursing Care of Child and Family and Lab
Fall/2010  N258  Pathophysiology
Spring/2011  N348  Nursing Care of Child and Family and Lab
Summer/2011  N258  Pathophysiology
Fall/2011  N258  Pathophysiology
Fall/2011  N348  Nursing Care of Child and Family
Fall/2011  N487  Nursing Leadership and Management – Lab
Spring/2012  N348  Nursing Care of Child and Family and Lab
Spring/2012  N487  Nursing Leadership and Management – Lab
Spring/2012  FNP 561/571  Family Nurse Practitioner Clinical Faculty
Summer/2012  NRSG 258  Principles of Pathophysiology
Fall/2012  NRSG 258  Principles of Pathophysiology
Fall/2012  NRSG 348  Nursing Care of Child and Family – Course Coordinator
Spring/2013  NRSG 348  Nursing Care of Child and Family – Course Coordinator
Summer/2013  NRSG562  Primary Care II Clinical Faculty
Fall/2013  NRSG 348  Nursing Care of Child and Family – Course Coordinator
Fall/2013  NRSG 563  Primary Care III Clinical Faculty
Spring/2014  NRSG 348  Nursing Care of Child and Family – Course Coordinator
Spring/2014  NRSG 571  Primary Care IV Clinical Faculty

Graduate Student Thesis/Project Committees:

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Course No.</th>
<th>Title/Student/Role</th>
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<tbody>
<tr>
<td>Spring/2012</td>
<td>FNP</td>
<td>DM in Adolescents/Dean Scott/Thesis Committee Member</td>
</tr>
<tr>
<td>Spring/2012</td>
<td>FNP</td>
<td>??/Nicole Donisthorpe/Thesis Committee Member</td>
</tr>
<tr>
<td>Spring/2014</td>
<td>FNP</td>
<td>Chelsi Hayser/Thesis Committee Member</td>
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Professional Memberships:

<table>
<thead>
<tr>
<th>Year</th>
<th>Organization</th>
<th>Position</th>
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<tbody>
<tr>
<td>1999-Present</td>
<td>Sigma Theta Tau International</td>
<td>Member</td>
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<tr>
<td>2004-Present</td>
<td>American Heart Association – PALS</td>
<td>Training Center</td>
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</table>
Collese of Nursing Committees (past 10 years only):

<table>
<thead>
<tr>
<th>Year</th>
<th>Committee</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>2014</td>
<td>Graduate Academic Affairs Committee</td>
<td>Faculty</td>
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University Committees (past 10 years only):

<table>
<thead>
<tr>
<th>Year</th>
<th>Committee</th>
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Public Service:

<table>
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<tr>
<th>Year</th>
<th>Organization</th>
<th>Position</th>
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<tbody>
<tr>
<td>2002-Present</td>
<td>Camp Mak-A-Dream Childrens Oncology</td>
<td>Volunteer RN</td>
</tr>
<tr>
<td>2002-2012</td>
<td>First Tee</td>
<td>Member</td>
</tr>
<tr>
<td>2013-2016</td>
<td>MT EMSC-MT Inclusive Model for Peds EMS</td>
<td>Member</td>
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<td>2012-Present</td>
<td>Billings Area Institutional Review Board</td>
<td>Member</td>
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Consultation:

<table>
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<th>Dates</th>
<th>Organization</th>
<th>Total No. Hours</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>2010</td>
<td>NCSBN</td>
<td>40</td>
<td>NCLEX Question Review</td>
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Continuing Education - Attended:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Title</th>
<th>Organization/Location</th>
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<tbody>
<tr>
<td>2004</td>
<td>Pediatric Trauma Conference</td>
<td>The Children’s Hospital/Denver, Co</td>
</tr>
<tr>
<td>2005</td>
<td>STABLE Neonatal Cardiac Assessment and Management</td>
<td>St. Vincent Healthcare/Billings, MT</td>
</tr>
<tr>
<td>2005</td>
<td>Emergency Nursing Pediatric Course</td>
<td>St. Vincent Healthcare/Billings, MT</td>
</tr>
<tr>
<td>2006</td>
<td>Pediatric Critical Care Symposium</td>
<td>Contemporary Forums/Denver, CO</td>
</tr>
<tr>
<td>2007</td>
<td>Simulator Assembly and Programming</td>
<td>Laerdal Medical/Billings, MT</td>
</tr>
<tr>
<td>2007</td>
<td>Advanced Burn Life Support Course</td>
<td>ABA/Salt Lake City, UT</td>
</tr>
<tr>
<td>2008</td>
<td>Care of the Pediatric Patient from Field to Home</td>
<td>St. Vincent Healthcare/Billings, MT</td>
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</table>
2008 Considerations in Pediatric Trauma
University of Utah/SLC, UT
2009 Teaching Clinical Judgment Through Simulation
OHSU/Portland, OR
2009 Orthopedic Trauma Conference
St. Vincent Healthcare/Billings, MT
2009 Leading the Pediatrics Quality and Safety Imperative
Sg2U/Chicago, IL
2011 AACAP Annual Conference
Toronto, ON, Canada

Non-refereed Presentations (past 10 years only):

<table>
<thead>
<tr>
<th>Dates</th>
<th>Title</th>
<th>Organization/Location</th>
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<tbody>
<tr>
<td>2007</td>
<td>Family witnessed resuscitation in the pediatric population</td>
<td>St. Vincent Healthcare/Billings, MT</td>
</tr>
<tr>
<td>2007</td>
<td>Pediatric assessment and care</td>
<td>Big Sky EMS/Billings, MT</td>
</tr>
<tr>
<td>2009</td>
<td>Pediatric patients: Not just little adults</td>
<td>MNA/Helena, MT</td>
</tr>
<tr>
<td>2010</td>
<td>Pediatric respiratory emergencies</td>
<td>ENA/Bozeman, MT</td>
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Refereed Presentations:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Title</th>
<th>Organization/Location</th>
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<tbody>
<tr>
<td>2009</td>
<td>Healthcare decision making process during an economic recession: Qualitative analysis of the lived experience of residents in four states.</td>
<td>WIN/Glendale, AZ</td>
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</table>

Publications:

- Chapters or Books
- Refereed Manuscripts
- Nonrefereed Manuscripts
- Professional Reports
- Reviews

Research/Creative Activities:

<table>
<thead>
<tr>
<th>Year</th>
<th>Title/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>Healthcare decision making process during an economic recession: Qualitative analysis of the lived experience of residents in four states/co-PI</td>
</tr>
</tbody>
</table>

Honors, Awards, Scholarships, and Fellowships:

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2009</td>
<td>Recipient of the Ralph Nelles Nursing Scholarship</td>
</tr>
<tr>
<td>2007-Present</td>
<td>Recipient of Federal Nurse Traineeship Grant</td>
</tr>
<tr>
<td>2008, 2009</td>
<td>Recipient of the Harry Albert Scholarship</td>
</tr>
<tr>
<td>2008</td>
<td>Recipient of the Billings Chamber of Commerce Roche Jaune Excellence in Healthcare</td>
</tr>
<tr>
<td>Year</td>
<td>Award</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>2009</td>
<td>Selected for the Billings Gazette’s “40 under 40”</td>
</tr>
<tr>
<td>2009</td>
<td>Recipient of the Theresa Burch memorial Scholarship</td>
</tr>
<tr>
<td>2009</td>
<td>Recipient of the Glasgow Area Soroptimist Scholarship</td>
</tr>
<tr>
<td>2009</td>
<td>Recipient of the Northwest Regional Soroptimist Fellowship Award</td>
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