Faculty: Cristi Day RN, MSN, FNP-C
Office: Island Hall 336G
Office hours: Tuesdays 10am-4pm and by appointment
University Email: Blackboard email communication preferred
Office: (361) 825-2568

Course Description

Focuses on the basic drug classification, concepts and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy through the use of the nursing process. Nursing implications relative to the utilization of drug therapy are examined. Dosage calculations are evaluated for competency.

Credits: Three-semester hours (3:0)

Course Prerequisites: BIOL 2401 and 2420, and NURS 4322 or BIMS 3401

Course Objectives with Specific Learning Outcomes

1. Patient Education- Develop skills to provide patient education regarding drug therapy.
2. Safety - Describe strategies employed for patient protection during the preparation and administration of medications.
3. Nursing Implications - Demonstrate an understanding of the nursing implications of drug therapy.
4. Pharmacological Terminology- Define basic pharmacological terminology.
5. Understand Basic Pharmacologic Processes - Develop a practical understanding of various pharmacokinetic and pharmacodynamic processes.
7. **Classes of Drugs Used for Treatment of Disease** - Describe major classifications of drugs used in modern treatment of disease.

8. **Dosage Calculations** - Demonstrate competency in performing clinical drug and dosage calculations.

9. **Evaluate Drug Therapy** - Develop an understanding of the processes of evaluation of drug therapy.

**Required Textbooks:**


**Recommended Resources:**


**Learning Experiences**

Discussion, independent reading and study are used to stimulate the development of an understanding of theory, process and principles of clinical application of drug therapy through the use of the nursing process. The student is responsible for identification of individual learning needs, self-direction, and demonstration that learning has occurred. Faculty will provide guidance to assist the student’s successful completion of this course.

Course objectives are met through individual study using assigned readings, suggested resources, active involvement in virtual classroom activities (discussions and chats), exchange of ideas with classmates and faculty, and utilizing critical thinking skills. Teaching methods includes power point outlines, small group discussion & case study analysis as assigned, independent study of texts and library resources, evolve student resources, and information provided on WebCT. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-directed learning, seeking additional resources, and communicating learning needs to faculty as needed to achieve course objectives.

Classes will focus on evaluation, application and utilization of drug groups or specific representative drugs used for different body systems and nursing application in administering these drugs. The material will be from the assigned reading and power point lectures. Class
participation makes up a significant portion of your course grade and will be evidenced by individual and group assignments and peer review.

**Class Time:** This section of NURS 3342 is web-based and the principles of asynchronous distance learning apply for all students.

The online weekly schedule begins on Tuesday at 0800 and ends on Monday at 2100.

EXAMS are synchronous – you must take them at the specified date/time unless you have a class conflict.

Weekly Discussion Assignments – Original answers due by Friday at 2100 (9:00pm) and Scholarly responses are due by Mondays at 2100 (9:00pm) unless otherwise indicated in the course schedule and calendar.

**Web Class Specifics:**

1. Students must have basic computer skills to navigate the course.
2. Students must have access to the Internet to successfully communicate with the faculty and students enrolled in this course.
3. Web-based courses do not reduce the amount of time you are likely to spend completing course requirements. Rather, the time spent in the course is set by your personal learning style, not a lecture schedule.
4. After completion of Unit 1 during week one, those of you who experience problems with navigation of the Web-based learning course should inform Professor Day immediately. Computer or Internet problems are not an excuse for late work or lack of participation – formulate a back-up plan for internet access in case of emergencies.
5. Logging into your Blackboard course to read announcements, discussions, and email is essential to success in the course and consistent, DAILY log-in during the student’s work week is recommended.
6. Upon receipt of communication via email from your faculty, the student is expected to acknowledge the message by replying.

**Student Evaluation** is ongoing to enhance experiential learning and provides the student with feedback regarding performance in meeting course objectives. Evaluation methods include weekly participation scoring, case study scoring, and scheduled examinations that provide the student opportunity to demonstrate mastery of course objectives.

**Faculty Conferences** provide an opportunity to discuss progress toward course objectives and are scheduled on an “as needed” basis. Students or faculty may initiate a faculty conference.

**Classroom Civility**

The learning process involves an exchange of ideas and an exploration of concepts between faculty and students. You must be present to participate. A certain level of decorum facilitates
this process for learners and teachers. The on-line learning environment requires electronic decorum and guidelines should be reviewed in Netiquette in the Course Orientation Module.

**Grading**

Grading is a process of measuring the outcomes of learning against standards and assigning a symbol to the level of performance achieved. The final determination of the grade, therefore, rests with the professor.

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<tr>
<th>Grading Scale</th>
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<tr>
<td>A</td>
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<td>B</td>
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<td>C</td>
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<td>D</td>
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<td>F</td>
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<table>
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<tr>
<th>Course Grade Components</th>
<th>TOTAL</th>
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<tr>
<td>Four Exams*</td>
<td>15% for each exam</td>
</tr>
<tr>
<td>Class participation: Weekly Assignments quality and participation (scoring criteria below available in grade book)</td>
<td>10 weeks of Discussion are graded. Possible 10 points for each week.</td>
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<tr>
<td>One Case Study</td>
<td>10% for each case study</td>
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<tr>
<td>Group work with peer evaluation</td>
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<tr>
<td>Math Module</td>
<td>Math Module Pre-Test</td>
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<tr>
<td>This module is mandatory and non-completion results in an “Incomplete” grade.</td>
<td>Math Module Quiz Grades averaged</td>
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*Very Important to Understand* - *The student must achieve an average of 75% or higher on the four exams. Grades for other components will* not count *unless the student has earned a 75% average on the exams. If the 75% average for exams is not met, the student’s grade is SAIL will be the exam average - without any other components calculated into the grade.

Students with less than 75% average on the exams should make an appointment with faculty as soon as possible.

“Extra credit” - As nursing is a profession with specific, non-negotiable standards and competencies, there will be no opportunity for “extra” credit. You must meet the criteria and standards of mastery in order to pass the exams and the course. A make-up Unit discussion will
be scheduled to allow students to earn points in the case they were absent during a graded Unit. Refer to course schedule for “make-up” discussion week.

EXAMS

<table>
<thead>
<tr>
<th>Exam Dates</th>
<th>Dates Scheduled</th>
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<tbody>
<tr>
<td>Exam 1 6:30-8:00p</td>
<td>January 31, 2012</td>
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<tr>
<td>Exam 2 6:30-8:00p</td>
<td>February 28, 2012</td>
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<tr>
<td>Exam 3 6:30-8:00p</td>
<td>March 27, 2012</td>
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<tr>
<td>Exam 4 6:30-8:00p</td>
<td>April 24, 2012</td>
</tr>
<tr>
<td>Math Module Quiz (all day)</td>
<td>May 1, 2012</td>
</tr>
</tbody>
</table>

1. Students are required to take the exams when scheduled.
2. Personal schedules (including work and child care) must be adjusted to accommodate examination scheduled times.
3. If a student is registered for a class that conflicts with the exam schedule, please notify the instructor immediately to arrange for an alternate exam schedule.
4. Exams will be administered in Blackboard via Respondus Lockdown program. If students are not able to use this program, to access the exam, then they must make arrangements for a proctored exam.
5. If there are technical difficulties during an exam call IOL Support at 361-825-2825 immediately.
6. If the student has a severe illness or tragedy which causes the student to be absent from a scheduled exam, the faculty must be notified of the absence prior to the start of the exam.
7. If the student does not notify the course faculty about an absence prior to the start of the exam a grade of 0 (zero) for the exam may be averaged into the student’s final grade.
8. If a second or third exam is missed, a grade of 0 (zero) for each exam will be averaged into the student’s final grade.
9. Students must attain a 75% cumulative average on the four exams.
10. Students with documented specialized test-taking needs should discuss this with the faculty within two weeks after the start of the semester and contact the office of Students with Disabilities. (See below.)
11. Calculators can be utilized for the math questions.
12. Due to test security concerns, there is limited opportunity to review testing materials.
13. Examinations are to be taken independently – no “group” work is allowed on the exams.
14. There should be no use of references (textbooks or electronic resources) during the examination.
15. Being in possession of ANY testing materials is defined as cheating. Refer to University Academic Misconduct Policy.

WEEKLY CLASS PARTICIPATION REQUIREMENTS
weekly participation in the course is required. The majority of the weeks, students will participate in discussion of specific questions aimed at meeting unit and course learning objectives. Refer to the course Schedule for specific weekly participation assignments.

The week begins Tuesday at 0800 and ends on Monday at 2100 unless otherwise specified in the schedule. Discussion question assignments are available in the learning modules.

Discussion Question Answers: Each group member will respond to one original discussion question by posting in the group’s assigned discussion forum. Question assignments are located in Learning Modules. The question must be answered completely with two scholarly references (textbook and one more). Question answers must be posted by Friday at 9:00 pm of each week.

Discussion Question Responses: Students are expected to read their peers question answers and respond to original postings. The responses should add to the understanding of the original question. Include at least one scholarly reference for each response. Several word answers such as "I agree" or "good post" are not scored. Scholarly responses must be completed by Monday at 2100 unless otherwise specific in the schedule.

References: All references should be from scholarly works such as journals, textbooks, and from websites that meet the criteria for quality information. Information will be provided within the course for evaluating websites for quality of information.

Preparing discussion postings - The best way to prepare discussion postings is to work in a word processing program and then copy and paste your work into Blackboard. Blackboard is set to “time out” after a certain period and if students spend a lengthy amount of time typing an assignment into Blackboard when the “submit” button is selected, the system may generate an error message and the work will be lost.

Anti-plagiarism software – All graded written assignments will be submitted through Safe Assign plagiarism software.

Sample Grading Criteria for Weekly Participation

<table>
<thead>
<tr>
<th><strong>Original Answer</strong></th>
<th>Answer is comprehensive, referenced, contains evidence of understanding of topic.</th>
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<tbody>
<tr>
<td><strong>Scholarly Responses</strong></td>
<td>Response contributes to the understanding of the original question and is referenced.</td>
</tr>
<tr>
<td><strong>Timely</strong></td>
<td>Work is completed by published deadlines.</td>
</tr>
<tr>
<td><strong>Scholarly References</strong></td>
<td>Resources are selected for use by the student based on quality of information.</td>
</tr>
<tr>
<td><strong>Evolve Quizzes Completed</strong></td>
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*Grading Rubrics for specific assignments will be available in Blackboard*

**CASE STUDY ASSIGNMENT**
One case study analysis will be assigned to the groups of students throughout the semester. Students will work in their discussion groups to analyze the case and
prepare a paper for grading and posting in the Case Study discussion room. See “Learning Modules” in Blackboard for assignment details.

GRADE APPEAL PROCESS

As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

RESOURCES AND SPECIAL CIRCUMSTANCES

Dropping a Class: Please consult with BOTH your academic advisor and faculty before you decide to drop a course to be sure it is the best thing to do. Dropping a course can affect scholarships, financial aid eligibility, your GPA, your sequencing, progress, and standing in the program. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 5th is the last day to drop a class with an automatic grade of “W” this term.

Academic Advising: The College of Nursing and Health Sciences require that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Island Hall 3rd floor. Advisors are Angelica Santillan (361-825-2461) IH 321 for students with last names beginning with A – L and Rachel Verhayden (351-825-3748) IH 318 for students with last names beginning with M - Z.

Students with Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the
Disability Services Office at 361.825.5816 or visit the office in Driftwood 101. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services offices for assistance at (361) 825-5816

**ACADEMIC HONESTY**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Each student is expected to do their own work. Cheating on exams includes the unauthorized use of any assistance during exams, and/or sharing of exam materials with other students before, during, or after exams. All cheating will be reported to the University Academic Affairs committee. See http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm

**Plagiarism**: The highest standards of academic honesty are expected of students. Faculty adheres to the University policy regarding academic honesty as published in the current University Catalog. Plagiarism or misrepresentation of references will result in failure of the work in question without the opportunity to redo the work. Any amount of plagiarism may result in an automatic “F” for the assignment. There should also be no use of references during the examination. Any student determined by faculty to have cheated on an exam may receive a zero for that exam. Further consequences will be determined on an individual basis, but may include automatic course failure and/or dismissal from the nursing program. ALL acts of student misconduct will also be reported to the Department of Student Affairs.

Plagiarism means to steal and pass off the work of another as one’s own. It usually results from bad paraphrasing that merely substitutes a few word changes for those of the original author and forgetting to use quotation marks and a reference citation. However, these are technically considered plagiarism. The only sage way to paraphrase is to read the original over several times and write your own conception of what you’ve read without looking at the original. In other words, when paraphrasing, keep the source book closed. (Wilson, p. 523) **NOTE** Your written submission may be subject to analysis by plagiarism detection software.