Principles of Pharmacology
SYLLABUS
Texas A&M University- Corpus Christi
College of Nursing and Health Sciences
NURS 3342.001
Spring Semester 2015

Location Island Hall 160
Course is delivered via face to face class, with web-enhanced resources via Blackboard.

Section 001- Mondays 3 to 5:50 PM

Faculty: Amy McClure, MSN, RNC-OB, IBCLC, RLC
Office location: Suite 336A, Island Hall
Office hours: Monday’s 9am – 12:00 pm and by appointment.
University Email: Amy.McClure@.tamucc.edu

**Note that course email is the REQUIRED method of communication after the course begins, NOT the university email.
Office phone: (361) 825-3837
Cell (try before home phone) (361) 816-8600
Home (361) 937-1737

**Please do not call after 10:00 PM or before 8:00 AM, if using text PLEASE sign your name or it will be anonymous, which is not helpful in an emergency.

Credits: Three-semester hours didactic (3:0)

Prerequisites: BIOL 2401 & 2420
Co-Requisites: NURS 4322

NOTE that these prerequisites are REQUIRED to succeed in the course as the new content knowledge is built upon this foundation, so please complete these PRIOR to enrolling in this course. If you have enrolled WITHOUT these prerequisites, please make an appointment to see me to discuss.

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.
Course Objectives with Specific Learning Outcomes:

1. Define basic pharmacological terminology.
2. Develop a practical understanding of various pharmacokinetic and pharmacodynamic processes.
3. Recognize significant adverse drug reactions and drug-drug and drug-nutrient interactions.
4. Describe major classifications of drugs used in modern treatment of disease.
5. Demonstrate an understanding of the nursing implications of drug therapy.
6. Develop an understanding of the processes of evaluation of drug therapy.
7. Develop the necessary skills to provide patient education regarding drug therapy.
8. Describe strategies employed for patient protection during the preparation and administration of medications.
9. Demonstrate competency in performing clinical drug and dosage calculations.

Required Textbooks:


(Specific reading assignments will be listed on the Course Schedule.)

Class resources such as power point slides for class and study guides, questions and case studies will also be posted on the Course link on Blackboard, you are required to check there at least every 2 days for any updates, email, or messages between classes.

Recommended Resources: These will be required for Fundamentals


(No required supplies. Although a laptop computer is helpful in class, others in your
group will probably have one for group work. There are sometimes laptops that can be
borrowed on campus if you qualify, check with the Center for Academic Student
Achievement (CASA) in the Glasscock Center or at their website casa.tamucc.edu.)

**Learning Experiences and Teaching Methods:**

Course objectives may be met through individual study using suggested
resources, active involvement in classroom activities, and formal and informal exchange
of ideas with classmates and colleagues regarding specific topics utilizing critical
thinking skills. Teaching methods include interactive lecture, small group discussion &
case study analysis as assigned, independent study of texts and library resources,
audio-visual aids (MP3 files), information provided on Blackboard, and assignments.
While the professor will provide guidance and consultation, the student is responsible
for identification of learning needs, self-direction, seeking consultation and help as
needed to achieve course objectives. In other words, you MUST take responsibility for
your own learning, which largely occurs via self-study outside of class. Class time is
used for APPLICATION, review and clarification of what you have already learned
outside of class.

The course focuses on evaluation, application and utilization of drug classes with
specific prototypical drugs used as examples. The course is organized by body systems
and by the use of the nursing process in administering these drugs. The material will be
from the assigned reading and interactive lectures/ discussions. **Always** come to
class ready to actively participate and discuss the assigned topics. If you come to class
unprepared, this will be reflected in your poor input to the group work and uninformed
responses to the in-class work. You will not get the full potential learning out of every
class session if you are unprepared. Class participation makes up a significant portion
of your course grade via the grading of discussions, participation, attendance and peer
review and therefore should be taken seriously. Class participation will be evidenced by
attendance, oral and written group work (posted on Blackboard weekly in a WIKI format
by each assigned group) and peer review (explained below).

**Evaluation** is ongoing to enhance experiential learning, providing the student with
feedback about performance in meeting course objectives. A variety of evaluation
methods (in-class and on examination) are used which provide the student opportunities
to demonstrate mastery of course objectives. Conferences with the faculty provide an
opportunity to discuss progress toward course objectives as needed. Individual
conferences will be scheduled AS NEEDED and it is the STUDENTS’ responsibility to
initiate the appointment or to respond if faculty identifies a need. It is ideal to seek help
early, do NOT let fear or embarrassment keep you from seeking help! I am here to
HELP you succeed and that is the purpose of 1:1 conferences.

**Grading** is a process of measuring the outcome 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.
“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. After each exam, all questions will be reviewed by faculty and scores MAY be adjusted if some questions did not perform well upon analysis of the data (did not accurately measure knowledge).

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<th>Course Grade Components</th>
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| **A. Four Exams** | *60%*  
| (15% for each of four exams) |
| **B. Course participation:** | |
| 1. Attendance (one “free” absence is allowed with no excuse or notification required, students should communicate any excuses for absence via course email, preferably prior to but within four hours of class time) | 5% |
| 2. Group work- Team agreement, in-class questions and case studies, and weekly posting of group work by designated weeks | 10% |
| 3. Peer review- input within group AND in grading individual contribution to group work produced (see “Peer Review criteria”) | 5% |
| **C. Class preparation:** | |
| 1. “Study Skills Tips” text readings, Power Point and quiz- due by Week 3 | 5% |
| 2. Weekly online open-book Quizzes, completed outside of class (on Blackboard) and due one hour PRIOR to class, starting Week 2. (Late assignments will NOT be accepted) | 15% |

**A. Course Exams**

There will be four exams, which are listed on the course schedule. See below re exam administration. *The student must attain an AVERAGE of 75% or higher on the four exams. Grades for other components will not count toward the course grade unless the student has earned a 75 average on the exams.* Students who have less than 75% on any one exam are required to make an appointment with faculty or TA (Teaching Assistant) within two weeks to discuss plans for improvement and any barriers to achievement of the course objectives. Note that each test does not have to individually be above 75% to pass the course, the total average of the 4 needs to be at least 75%. (This policy is common across the nursing program). **Note that the exams**
will be “cumulative”, not comprehensive, so that Exams 2, 3, and 4 will contain some content (≤ 10%, or about 5 questions) from prior units/weeks, due to the cumulative nature of the course content. Each exam is 50 questions with multiple choice answers, is timed and taken in a secure, proctored test environment.

**B. Course Participation:**

1. **Attendance:** There will also be NO negotiation of attendance records at the end of the term. It is the student’s responsibility to SIGN IN for each class, themselves IN THE CORRECT SPACE and to make sure that s/he communicates with the instructor (preferably via course email for the record) about her/ his extenuating circumstances if there is reason for a student’s absence. If you communicate by phone PLEASE follow up with an email to reaffirm and document for the course record. PLEASE do NOT attend class if you are ill and potentially infectious! Absences ARE excused for illness. Attendance will be as documented by initials on the sign in sheet. One unexcused or unexplained absence for the semester will be allowed without any penalty.

2. **Group work-** Groups will be assigned by the second class and they will be responsible as a group to provide verbal responses to the study questions and/ or case studies assigned weekly. After class, the group designated to edit the questions that week will compile and email them to me. I will in turn, make sure the information is correct and then email them to everyone in the class.

3. **Peer review-** The specifics of how each assigned group will function can be decided within each group. The agreement will be submitted within Blackboard. Adherence to this agreement, to course expectations and classroom civility will be evaluated (see below) for each student by the other peers within the group once towards the end of the semester.

**C. Class preparation:** Study Skills tips study module and Weekly quizzes thereafter:

Note that the FIRST weekly quiz is over the syllabus, other course documents and course requirements. Please study all course documents carefully before attempting the quiz. There is also a REQUIRED post test due by the third week to accompany the instructional Power Point covering “Study Skills Tips” and the required reading of this content in the course text (see Course Schedule for all reading assignments). This tells you how to learn and succeed in this course. Note that this one post-test is also worth 5% of your grade, therefore it is VERY IMPORTANT and more important than any other one weekly quiz over the other course content! After that, weekly quizzes continue to be important to help you with class preparation. You should read and study the weekly assigned readings BEFORE you take the quiz. The weekly quizzes are all OPEN BOOK but be prepared as they are time. You may use any resources and notes that you wish for these. However, the work you submit on the weekly quiz should be YOUR OWN WORK, completed independently. In other words, do NOT take the quiz in a group please!
**Grading Scale**

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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
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<tr>
<td>B</td>
<td>83 - 89</td>
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<td>C</td>
<td>75 - 82</td>
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<tr>
<td>D</td>
<td>67 - 74</td>
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<td>F</td>
<td>below 67</td>
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**Negotiations:**

No end of semester grade negotiations will be entertained. Grades will be posted for graded assignments (weekly quizzes, class participation, etc) and exams as soon as feasible and this will allow students to see where they stand. Grades are earned by performance in relation to set standards and are therefore not subject to negotiation.

**Classroom Civility**

A comfortable environment facilitates learning. We will embrace a collaborative (versus completely competitive) model for interaction. A core condition of empathy is mutual respect, and this is required in the nursing profession. Empathy and a positive regard for all will be the tone and practice we aspire to in class, also. The learning process involves an exchange of knowledge and ideas and an exploration of concepts between faculty and students. You must be present (both physically and mentally) to participate. A certain level of professional decorum facilitates this process for learners and teachers. Behaviors can also disrupt it. Use the following examples as guides to behaviors that support learning. Avoid those which disrupt the learning process.

Examples of disruptive behaviors to avoid include:
- Coming to class late or leaving early.
- Sleeping in class. This is disruptive due to the distraction, and other students complain about the lack of participation.
- Talking in class while others are presenting or “have the floor”. (Talking IS OK during group work at the start of class of course)
- Viewing, sending or answering e-mail and text messaging while class is in session.
- Using your laptop computer for anything other than work for the class.
- Using cell phone or beepers while in class. Cell phones and pagers are to be turned off.
- Walking in and out of the classroom during instruction and discussion time (Breaks will be provided- leave if needed for bodily functions but try to minimize disruption of class time)
- Bringing children to class. No children are allowed in the class except in emergencies (temporarily). An exception is made for quiet nursing babies young enough to sit on your laps, who are welcome.
- Use of humor which is malicious in intent, as a weapon, or as a “putdown” to others. (If this occurs unintentionally, simply apologize.)
**Students who are repeatedly disruptive may be asked to leave the classroom. It is the student’s responsibility to notify the faculty of any special needs, such as a disability, visual or hearing impairment or medical condition which requires special consideration.**

Supportive actions include:

- Coming to class prepared. This includes reading the text as assigned and completing all Blackboard assignments or study questions.
- Being attentive and responsive in class.
- Respecting fellow student’s opinions and ideas.
- Assisting other students (especially within your assigned group) as needed, especially for necessary absences (sharing class notes, communicating messages, etc.)
- Contributing to the class and your group by making topic specific comments.
- Offering critiques, alternative answers/ ideas, and elaborating on prior answers in a non-condescending manner.
- Providing a fair share of work to group learning activities.
- Supporting the rights of classmates to contribute, even when disagreeing with content.
- Challenging or questioning the instruction or exchange in a non-threatening/ non-demanding manner.
- Finding out from your peers (classmates) what content or activities have been missed if a class is missed.
- Monitoring course Blackboard for additional material and announcements.
- Responding to surveys, evaluations, and other requests for input.
- Use of humor which is intended to be “fun for all” (not maliciously directed towards individuals or groups) and reinforces or illustrates course content. It is great if class is fun.
- A little friendly competition between groups is also acceptable, and can add to the fun if not taken too seriously.

*Note that drinking in class is restricted to cups or bottles with LIDS to prevent spills!*

**Exam administration:**

1. Students are required to take the exams when scheduled. There will not be a “make-up exam” except under the most unusual circumstances, and this would require prior arrangement at the discretion of the professor, and may be in a different format. If there is severe illness requiring a hospital visit or emergency surgery for the student or a confirmed death in the immediate family, the remaining exam grades may be averaged for the exam component of the course grade, at the discretion of the instructor. Students must submit documentation of the emergency or death in the family in a timely manner for any exam absence to be excused. The student must contact the faculty prior to the class if at all possible. If the faculty is not notified OR if the excuse is deemed inappropriate the grade will be 0 (zero). **THIS WOULD LIKELY RESULT IN COURSE FAILURE** as then the cumulative exam average would be less than 75%. The student can only miss one exam. If additional exams are missed the student will receive a 0 (zero) for that exam.
2. Trips and elective surgery should be scheduled AFTER the final exams, as these are not reasons for excused absences. Please consult the course schedule and final exam schedule when planning.

3. Students must attain a 75% cumulative average on the four exams to pass the course.

4. All exam dates are posted on the course schedule, however, these are subject to change.

5. Students with documented specialized test-taking needs should discuss this with the faculty within two weeks after the start of the semester and see the counselors in the office of Students with Disabilities. (See below.)

6. The time allotted will be announced before the exam and no additional time will be allowed to complete the exam. Students who are late for the exam will not be given extra time.

7. Due to test security concerns, there is limited opportunity to review test material. If you have a conflict or disagreement about a test item submit your comments to the faculty in writing via Blackboard email along with SPECIFIC (page, column, page section, statement) supporting references within 24 hours of taking the exam and it will be reviewed. However, in general items are reviewed and adjusted solely on the basis of statistical performance of the item (question).

8. You MAY be provided with a sheet to record questions, comments to faculty about specific items, etc. during the exam. This MUST be turned in after the exam with your NAME on it. If any sheets are missing this would be considered a breech of exam security (see #11).

9. No exams, quizzes, exam materials, sheets used during the exam, or printed copies of exam or quiz materials or questions are allowed to leave the room, not to be printed out nor saved in the students’ personal computer or in any electronic manner. If there is ANY breach of test security, the students(s) involved will receive a zero for that exam and NO students will receive any grade adjustments (curve or points added to adjust for bad questions).

10. Weekly quizzes or quiz questions should also not be printed out, saved, or shared between students.

11. Breaches in test security and other misadventures or tricks can also cause sudden, unannounced changes in grading policies or criteria, quiz settings, or test security measures. Please utilize peer pressure to avoid these consequences that adversely affect the entire class. In other words, do not let this happen. Notifying me immediately and privately of any known breeches in security is the best plan to prevent consequences for the entire group.

12. All books, bags, notes, purses, electronic equipment, etc are to be left at the front or along the side of the room during the test. If a student needs his/her dependents to have phone access for emergencies, the faculty or test proctor will keep the student’s phone during exams and handle emergency calls, notifying the student if needed. Otherwise, all cell phones and electronic devices are to be turned OFF (not on silent or vibrate mode- this is also disruptive) and the student may not have access to ANY electronic device during the exam.

13. Students may use earplugs of sound cancelling head phones during exams if needed, please bring your own and if headphone style do allow me to confirm that
they are not connected to any device so they we do not have a breach in security. See #11.

**Tardiness**-

Timeliness is essential in nursing and in professional life. Anyone who is more than ten minutes late may be counted as absent for the day. You are certainly welcome to join the class if you are running late but please do not make this a habit as it is not good classroom civility AND it will affect your grade. (See above under “Classroom civility” and “Course Grade components”.)

**Syllabus Disclaimer:**

While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected class cancelations, or any unforeseen circumstances that require adjustments. Such changes will be announced as soon as feasible and will be communicated by course email or announcements via Blackboard. It is the STUDENT’S responsibility to keep abreast of course announcements. Questions regarding course requirements should be addressed when the syllabus is received, within the first week of the course.

**Dropping a Class**

Hopefully, you would never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or prudent. Please consult with BOTH your academic advisor and faculty before you decide to drop 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 acceptance into or standing in the nursing 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. There is a deadline for the last day to drop a class with an automatic grade of “W” this term.

**Plagiarism**- (Also see “Academic Dishonesty” below)

**NOTE**. "Plagarius" is from the Latin for "kidnapper", because it is in effect, stealing. Plagiarism is usually the result of using someone else’s work and misrepresenting it as your own. Plagiarism or misrepresentation of references will result in failure of the work in question without the opportunity to re-do the work. Any amount of plagiarism will result in an automatic “F” for the assignment.
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 safe 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)


**Academic Honesty**

University students, especially nursing 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. All exams will be conducted in a secure environment. Each student is expected to do their own work without access to any references during the exam. 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. Any student determined by faculty to have cheated on an exam will receive a zero for that exam. Further consequences will be determined on an individual basis, but may include automatic course failure and/ or being barred or dismissed from the nursing program. ALL acts of student misconduct will also be reported to the Dean and the Department of Student Affairs where a report will be kept on file.

[http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm)

**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 the College of Nursing and Health Science offices on the third floor in Island Hall and advisors are Angelica Santillan (361-825-2461) for students with last names beginning with A – L and Rachael Verhayden (351- 825-3748) for students with last names beginning with M - Z. Students who are considering dropping the course should consult the Academic Advisor, see above re “Dropping a Class”.
**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 (including severe test anxiety) requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office. 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.

**Military:**

“Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.”

**Pregnancy:**

“If you are pregnant or become pregnant during the semester, please notify the instructor for possible necessary accommodations.”

**Once a pregnant student comes to your attention, please send an email to Sam Ramirez, the Director of Equal Opportunity & Employee Relations at Samuel.Ramirez@tamucc.edu. He will need the pregnant student to email him directly to honor the University support by formally including it in the system. Also, there may be other instructors who may need to be notified and receive a letter of support from the office of equal opportunity.**

**Grade Appeal 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 Rule13.02.99.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](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.