Texas A&M University - Corpus Christi
College of Nursing and Health Sciences

**NURS 5351: Advanced Pharmacological Concepts for the Nurse Educator**

*Course Syllabus*

*Syllabus*

*Spring 2017*

**FACULTY:** Eva M. Bell, DNP, APRN, FNP-BC, PMHNP-BC

**OFFICE:** Island Hall, 345

**OFFICE HOURS:** By appointment

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**FAX:** (361) 825-2484

**CREDITS:** 3 semester hours (3:0)

**PREREQUISITE:** NURS 5326

**COURSE DESCRIPTION:** Study of pharmacotherapeutics across the life span for the nurse educator. Discussions are based upon current literature, research findings, and case studies.

**COURSE OBJECTIVES:**

1. Synthesize the physiological changes across the lifespan that occur in the presence of altered health states that define appropriate pharmacotherapeutics.

2. Apply the theoretical and clinical concepts of pharmacotherapy.

3. Evaluate current literature, both in print and electronically delivered, that define standards of pharmacotherapy.


5. Design appropriate content and resources for individualized patient medication education.

6. Develop strategies to integrate pharmacotherapeutic competencies within and across the nursing curriculum.
REQUIRED TEXTS AND RESOURCES:


RECOMMENDED TEXTS AND RESOURCES:

Other required reading assignments for each module will be included or linked within the BlackBoard course. Completion of discussion postings and assignments require use of additional scholarly literature, through library and internet searches.

EXPECTATIONS FOR SUCCESS

Familiarize yourself with the course and requirements early. Review the course syllabus, assignments, and grading criteria fully upon receipt. As with most graduate courses, superior performance on assignments is dependent on independent efforts. Considerations for time and effort to achieve maximal learning outcomes are instrumental to success. Faculty recommend taking early for reading, reflection, and completion of assignments. Required readings provide a general framework for understanding topics relevant to this course and are insufficient to establish expertise on any topic. Therefore, students will review and read additional materials on for assignments and discussions. Be prepared to spend a minimum of nine hours per week for a three-hour graduate course. Questions regarding course requirements may begin within the first week and continue throughout the course.

TECHNICAL REQUIREMENTS

Internet access to Islander email (IOL) and the BlackBoard learning environment is required through https://iol.tamucc.edu/ Assignments and submissions must conform to guidelines for each project using the word processor, WORD in doc or docx format. Other formats are not accepted.

CLASSROOM DECORUM

The nature and content of this course often promotes extensive debate during class discussion. Professional, courteous tone and content of all postings is expected. There is a no-tolerance policy within the course for disrespect of faculty or classmates (see Discussion Guidelines).
LEARNING EXPERIENCES AND TEACHING METHODS

Advanced knowledge of pharmacology is considered essential for all masters prepared nurses (AACN, Essentials of Masters Education in Nursing, March 21, 2011). The topical outline, guided by course objectives, directs learning expectations that are commonly encountered in advanced nursing practice. Pharmacological terminology, concepts, and theories will be explored throughout the course. The learning experience includes required and supplemental reading, PowerPoint presentations, study questions and discussions, case studies, and ongoing reflection.

ASSIGNMENTS

Team Agreement: Establishes parameters for working as a group to accomplish course objectives.

Examinations / Quizzes: There are no proctored examinations in this course. Instead, “open-book” testing of learned advanced pharmacological knowledge base will be completed using BB “open-book” tests. Using this process facilitates learning complex material in a manner that also encourages use of course and outside materials. These “open-book” tests and time allowances will be announced during the course.

Case Studies: Case studies will be completed in small groups according to the assignment overviews for each case study. The case study assignment and grading criteria are available under the assignment links. Effective group collaboration is expected. All group work must be completed within the assigned group work area and be completed using appropriate APA formatting. *

Individual Project: An individual student project will demonstrate the culminating ability to apply what has been learned during the course within the nurse educator role. The project will include pharmacological knowledge, as well as formulating a teaching and evaluation plan. The project assignment and grading criteria will be available under the assignments links. All work must be completed using appropriate APA formatting. *

* Pharmacology Conference: Presentation of group and individual projects will take place within the course BB Pharmacology Conference arena where each student will provide peer review and feedback.

Discussion Board: The Discussion Board is equivalent to on-campus class time where face-to-face communication occurs and is where the teaching-learning dynamic occurs. In addition to BlackBoard course discussions, Drug Class Tables will be completed. The course text provides the background content. Additional evidence based literature will be used throughout the course, cited, and appropriately referenced using APA format.

Reflective Journals: Weekly reflective journaling, utilizing BlackBoard Journal, will utilize various topics regularly found within undergraduate pharmacology courses.
GUIDELINES FOR FORM AND STYLE OF WRITTEN ASSIGNMENTS

Students will follow instruction guidelines associated with the assignments for this course. Students who have questions about an assignment should contact the instructor in a timely manner to insure satisfactory completion of the assignment by the due date. Unless otherwise instructed, students should use the APA Publication Manual, 6th edition as a reference for formatting and organizing written assignments.

Appropriate Resources and Referencing

All citations and referencing in required papers used must fully conform to APA format (6th Ed.). References should be derived from peer reviewed professional journals and be no older than 5 years, unless they are seminal works.

Discussion posts require appropriate citations, resources, referencing, and formatting (see above) except that you do not need to indent, nor double-space the references. The critical point in referencing discussions is to ensure that the reader has enough information to locate the source for personal review.

SUBMISSION OF ASSIGNMENTS

Submission of assignments will be through the Assignment Tool using WORD in doc or docx format unless otherwise stated. Please see submission instructions for each assignment. Assignments in other formats are not accepted. Student assignments and discussions are subject to anti-plagiarism screening.

Late assignments will be accepted, but with the expectation of a lower grade. Students will receive a grade of zero for submissions after five days past the due date unless faculty approves a later submission. There are no extensions for discussion posts. There is no extra credit option in this course.

Group Project Grades

It is possible that some individuals will receive lower scores than others on the group projects secondary to peer and faculty evaluations for each project. Participation and contributions to the group project must occur within the BlackBoard group discussion area for the group projects. Students will complete the peer evaluations for each group project. Please note that giving all group members maximum points may not be reflective of actual performance. It is important that the peer evaluations be appropriate, fair, and justified.

Participation by other means such as communication by meetings, phone, TAMUCC, or BB email, and texting is not accessible by faculty and will not be including in grading. Therefore, it is important that all course communication occur within BlackBoard class and group discussions areas as directed.
EARNED GRADES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Course Grade</th>
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<tbody>
<tr>
<td>Team Agreement</td>
<td>2.5%</td>
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<tr>
<td>Case Studies (2 at 15% each)</td>
<td>30%</td>
</tr>
<tr>
<td>Examinations / Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Individual Project</td>
<td>25%</td>
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<tr>
<td>Pharmacology Peer Participation</td>
<td>5%</td>
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<tr>
<td>Class DB Participation</td>
<td>15%</td>
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<tr>
<td>Reflective Journal</td>
<td>12.5%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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COURSE LETTER GRADE CONVERSION

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>83 - 89</td>
</tr>
<tr>
<td>C</td>
<td>75 - 82</td>
</tr>
<tr>
<td>D</td>
<td>67 - 74</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 67</td>
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IMPORTANT DATES

See University Calendar for important dates such as first and last class dates, last day to drop a class or withdraw from the university, recognized holidays and fall commencements.

SYLLABUS DISCLAIMER

While the provisions of this syllabus and other course components are as accurate and complete as possible, faculty reserves the right to adjust the course to accommodate emergencies, unexpected technical problems, or other unforeseen circumstances. Faculty will announce any necessary changes through the BlackBoard course discussion, announcements, or course emails. It is the student’s responsibility to keep abreast of course announcements.
POLICIES:

Evaluation Input from Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity and Honesty

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. 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. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

   University Student Handbook and Code of Conduct: http://www.tamucc.edu/~students

   University catalog related to academic integrity and honesty: http://catalog.tamucc.edu/


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 CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816

Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery, and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Active Military Duty

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.

Grade Appeals Process

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.