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

NURS 3342.001 Use of Pharmacology Principles
Mondays and Wednesdays, 4-6:15 pm

Syllabus
Summer 2018

Faculty: Amy McClure. MSN, RNC-OB, IBCLC, RLC

Office: Island Hall, Office 336A

Office Hours: Mondays from 0900-1130 and by appointment

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Email: amy.mcclure@tamucc.edu During class use BB email only

Fax: (361) 825-2484

Credits: semester hours (3:0)

Course Description:
Focuses on the basic drug classifications, 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. (Is a pre-requisite for admission into the nursing program)

Course Objectives:

1. Define basic pharmacological terminology.

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2. Develop a practical understanding of various pharmacokinetic and pharmacodynamics 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 TEXTS AND RESOURCES:**

*Required Textbook:*

Lilley, L., Collins, S., Snyder, J. (2017). *Pharmacology and the Nursing Process* (8th ed.). St. Louis, MO: Elsevier. ISBN: 9780323542425 (This is mandatory and must be purchased in the TAMUCC bookstore. It will include an eBook, Sherpath, and a black and white copy). Please do not use access until class starts. It will be used through Blackboard.

Sherpath is learning system from Evolve/Elsevier that is designed to assist in your learning pharmacology and is required for this course. All assignments will be in Sherpath through Blackboard.
Optional Resource:

St.Louis, MO: Elsevier. ISBN: 9780323371346  
E-Study Guide: ISBN: 9780323371384 (only purchased through your student EVOLVE @ evolve.elsevier.com)

(This book is not required, but may be a useful resource for this course)


(This book is not required for this course, but some students find it helpful during the math module that will be presented towards the end of the semester. It is a required textbook for Fundamentals.)

(Specific reading assignments will be listed on the Course Schedule and under Units/Lessons tab.)

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 announcements, email, or messages between classes.

(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, 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.

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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 portion of your course grade via the grading of discussions, if applicable, participation, attendance and peer review and therefore should be taken seriously. Class participation will be evidenced by attendance, oral and written group work, if applicable, 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, on Blackboard 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 assignments. 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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<thead>
<tr>
<th>Course Grade Components</th>
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<tr>
<td><strong>A. Four Exams</strong>* (Please note that you must attain a 75% test and quiz average in order for any of the below to be averaged into your final grade)</td>
<td>*65% (16.25% for each of four exams)</td>
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<tr>
<th>B. <strong>Quiz Average</strong>*(Your quiz average will be averaged into your exam average to equal 75% of your total grade)</th>
<th>10% (averaged into your exam average)</th>
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<tr>
<td><strong>B. Course participation:</strong></td>
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</tr>
<tr>
<td>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)</td>
<td>2.5%</td>
</tr>
<tr>
<td>2. Group work- Team agreement, in-class or outside questions and Peer review- input within group AND in grading individual contribution to group work produced (see Team Agreement/Peer Review)</td>
<td>10%</td>
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<tr>
<td></td>
<td>2.5% (Peer Review)</td>
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<tr>
<td><strong>C. Class preparation:</strong></td>
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<tr>
<td>1. Math Module (Self Study)</td>
<td>2.5%</td>
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<tr>
<td>2. Sherpath Lessons (due dates listed under Units/Lessons)</td>
<td>7.5%</td>
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**A. Course Exams**

There will be four exams, which are listed on the course schedule. See below regarding exam administration. *The student must attain an AVERAGE of 75% or higher on the four exams and the quiz average. Grades for other components will not count toward the course grade unless the student has earned a 75 average on exams and quiz average.* Students who have less than 75% on any one exam should make an appointment with faculty within one week 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, along with the quiz average, needs to be at least 75%. Each exam is 50 questions with
multiple choice answers, is timed and taken in a secure, proctored test environment. Please review the Test Taking Policy under Unit 1 in Course Content.

**B. Course Participation:**

1. Attendance: There will 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 she/he communicates with the instructor (preferably via Blackboard mail 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, but will require a doctor’s excuse. Attendance will be as documented by initialing 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 professor, usually after the University Add/Drop date and they will be responsible as a group to provide verbal responses to the study question and/or case studies assigned weekly. This may include in-class work as well.

3. Team Agreement/Peer review- The specifics of how each assigned group will function can be decided within each group. The team agreement will be submitted within Blackboard by the assigned date. 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 by the assigned due date.

**C. Class preparation: Weekly quizzes/assignments:**

Quizzes are important to help you with class preparation. You should read and study the weekly assigned readings BEFORE you take the quiz. The quizzes are all OPEN BOOK but be prepared as they are timed. 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! If the instructor is made aware of sharing of questions, the student will be reported for Academic Integrity. The quizzes are open from Monday to Saturday. No late quizzes will be accepted. Do not wait until the last minute to take the quizzes. You will need to download the Respondus Lockdown Browser, located under Unit 1 in Course Content.
There will be lessons assigned in Sherpath that must be completed by the due date specified under the Course Content tab. These are designed to help you understand the content. Sherpath will be available in blackboard after purchasing the access code. Please DO NOT access Sherpath through the Evolve website. You must access Sherpath through Blackboard. You will have access to Sherpath for 36 months after your first access.

**Please note the following grading scale.** You will notice a difference from other classes that you have had in the past. This grading scale is consistent with the nursing program itself. Grades are not

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<th>Grading Scale</th>
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<tr>
<td>A</td>
<td>90 -100</td>
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<tr>
<td>B</td>
<td>83 – 89</td>
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<tr>
<td>C</td>
<td>75 – 82</td>
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<tr>
<td>D</td>
<td>67 – 74</td>
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<tr>
<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, Sherpath lessons, class participation, etc.) and exams as soon as feasible and this will allow students to see where they stand in the course. Grades are earned by performance in relation to set standards and are therefore not subject to negotiation. Please remember that class participation, lessons, etc do not count unless you have the required 75% test and quiz average (See weighted average).

**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. 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 who 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 pagers while in class. Cell phones and pagers are to be turned off. Cell phones may be used for participation in class as indicated by the instructor.
- 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 can be 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 or the next exam may be counted twice, at the discretion of the instructor. Students must submit documentation of the emergency or death in the family in a timely manner (within 1 week) for any exam absence to be excused. The student must contact the faculty prior to the class if any of the above apply. If the faculty is not notified OR if the excuse is deemed inappropriate (this will be up to the instructor) the grade will be 0 (zero). THIS WOULD LIKELY RESULT IN COURSE FAILURE as then the cumulative exam and quiz average would be less than 75%. 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 University Schedule for dates, along with the Course Schedule. Students must attain a 75% cumulative average on the four exams, along with the quiz average, to pass the course.

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

4. Students with documented specialized test-taking needs should ensure that the required paperwork is completed prior to the first exam and discuss this with the faculty within one week after the start of the semester and see the counselors in the office of Students with Disabilities. (See below.)
5. 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 and may not be able to test depending upon how late.

6. 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).

7. 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 breach of exam security (see #11).

8. 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). The student will, also, be reported to Judicial Affairs for Academic Misconduct.

9. Weekly quizzes or quiz questions should, also, not be printed out, saved, or shared between students. Again, this would constitute Academic Misconduct.

10. 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.

11. All books, bags, notes, purses, electronic equipment (this includes smart watches, hats, sunglasses), etc. are to be left at the back 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. Students will be required to follow the Test Taking Policy that is located under the Unit 1, under Course Content.

12. Students may use earplugs or 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. I will have earplugs available as well.
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.

POLICY:

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](http://www.tamucc.edu/~students)
- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)
- University Rules and Procedures: [University Procedure 13.02.99.C3.01 Academic Misconduct Cases](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 (e.g., 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/](http://academicaffairs.tamucc.edu/Rules_Procedures/) for the University procedure and see [http://conhs.tamucc.edu/shb/](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.

Syllabus Course Outline:

Unit 1: Welcome and Brief Overview of Course
   Chapter 1: The Nursing Process and Drug Therapy
   Chapter 2: Pharmacologic Principles
   Chapter 3: Lifespan Considerations Orientation Module
   Orientation Module: Self-study

Unit 2: Chapter 4: Cultural, Legal, and Ethical Considerations
   Chapter 5: Medication Errors: Preventing and Responding
   Chapter 6: Patient Education and Drug Therapy
   Chapter 7: Over-the-Counter Drugs and Herbal and Dietary Supplements
   Chapter 8: Gene Therapy and Pharmacogenomics

Unit 3: Chapter 18: Adrenergic Drugs
   Chapter 19: Adrenergic-Blocking Drugs
   Chapter 20: Cholinergic Drugs

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Chapter 21: Cholinergic-Blocking Drugs

Unit 4:  
Chapter 10: Analgesic Drugs  
Chapter 11: General and Local Anesthetics  
Chapter 12: Central Nervous System Depressants and Muscle Relaxants  
Chapter 13: Central Nervous System Stimulants and Related Drugs

Unit 5:  
Chapter 14: Antiepileptic Drugs  
Chapter 15: Antiparkinson Drugs  
Chapter 38: Antibiotics, Part 1  
Chapter 39: Antibiotics: Part 2

Unit 6:  
Chapter 40: Antiviral Drugs  
Chapter 41: Antitubercular Drugs  
Chapter 42: Antifungal Drugs  
Chapter 44: Antiinflammatory and Antigout Drugs

Unit 7:  
Chapter 22: Antihypertensive Drugs  
Chapter 23: Antianginal Drugs  
Chapter 24: Heart Failure Drugs

Unit 8:  
Chapter 25: Antidysrhythmic Drugs  
Chapter 26: Coagulation Modifiers  
Chapter 27: Antilipemic Drugs  
Chapter 28: Diuretic Drugs

Unit 9:  
Chapter 29: Fluids and Electrolytes  
Chapter 36: Antihistamines, Decongestants, Antitussives, and Expectorants  
Chapter 37: Respiratory Drugs

Unit 10:  
Chapter 30: Pituitary Drugs  
Chapter 31: Thyroid and Antithyroid Drugs  
Chapter 32: Antidiabetic Drugs  
Chapter 33: Adrenal Drugs  
Chapter 34: Women’s Health Drugs  
Chapter 35: Men’s Health Drugs

Unit 11:  
Chapter 50: Acid-Controlling Drugs  
Chapter 51: Bowel Disorder Drugs  
Chapter 52: Antiemetic and Antinausea Drugs
Chapter 53: Vitamins and Minerals
Chapter 54: Anemia Drugs

Math Module: Self-study.