Texas A&M University—Corpus Christi  
College of Nursing and Health Sciences  
Graduate Programs  

NURS 5322: Advanced Pharmacological Concepts

Credits: Three semester hours (3.0)

Co-requisite: NURS 5326

Faculty: Dr. Tammy Walker-Smith, DNP, MHA, MSN, APRN, FNP-C  
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Elizabeth.Loika@tamucc.edu

Course Description: Study of pharmacotherapeutics across the life span with emphasis on clinical decision-current/commonly used medications, and the application of drug therapy to the treatment of disease and/or the promotion of health. In addition, laws governing nurse practitioners’ prescriptive privileges are included when appropriate. The discussion is based on current literature, research findings, and case studies.

Course Objectives (with examples of learning outcomes)

1. Evaluate pharmacodynamics and clinical pharmacokinetic principles for an advanced level of application and utilization.
   1.1 Compare and contrast application and utilization in selected special patient populations  
   1.2 Examine drug reactions (including applied pharmacogenetics and pharmacogenomics), allergic-anaphylactic reactions, and clinical toxicology  
   1.3 Summarize benefits of the clinical and toxicology laboratories

2. Explain the appropriate pharmacotherapy for a specific patient and that patient’s pathophysiological problems.
   2.1 Integrate knowledge of drug interactions in safe prescribing and monitoring treatment outcomes  
   2.2 Identify appropriate physiological parameters for specific drugs, including approved pharmacogenetic testing, as applicable  
   2.3 Determine correct dosages of medications based on relevant individual patient characteristics  
   2.4 Describe essential patient education for expected effects, potential adverse effects, proper administration, and cost (applied pharmacoeconomics), to achieve expected the outcome of the use of a medication

3. Interpret literature and resources pertaining to pharmacotherapy.
   3.1 Appraise classic texts  
   3.2 Criticize the current periodicals and symposia on drug therapy
3.3 Explain appropriate utilization of various local and national drug information sources, including hospital pharmacists, drug-information centers, poison control, drug toxicology labs, and internet-based pharmacological databases.

3.4 Describe ethical and legal ramifications of pharmacotherapeutics, including applied pharmacogenetic testing.

Required Texts


(Optional Reference)


Teaching and Learning Strategies:

- Assigned readings
- Review of main course text
- Supplemental materials
- Quizzes
- Asynchronous discussions
- Proctored exams

Course Requirements:

Each student will:

1. Maintain access to a reliable computer with internet connectivity throughout the semester (Note: Portable tablets are not compatible or appropriate for most activities in this course).
2. Read all course assignments (texts, case study solutions, and other posted materials, and quizzes).
3. Complete required quizzes and exams.
4. Regularly participate in course discussions as assigned.

Grading:

Grading is a process of measuring the outcome of learning to the level of performance achieved. The final determination of the grade rests with the instructors. Components for student course grades include the following:
1. **Computer-based testing:** Four exams are scheduled for this course; the exams in this course will be provided through testing centers. The student is responsible for notifying Kirsten Meza (Kirstin.meza@tamucc.edu) by the end of the first week of the semester for the designated site that the student will use for testing. All exams will be scheduled from 11am-5pm, no exceptions. Send the testing center, contact person name and number to Ms. Meza so that exam details can be scheduled accordingly. See the course schedule for the content areas for each exam. Exams are closed-book and timed. Exam material comes from the textbooks and class discussions. All exams will be on Wednesdays beginning at 11am and closing at 5pm, with an 85-minute window to complete the test. Exams will be given in a multiple-choice format and no backtracking of questions. Initial grades will be released at a designated time after the end of the testing period. Course faculty will evaluate individual test questions for psychometric soundness and based on this review, adjustment to scoring may occur. Test grades are usually finalized 2-3 days after testing. Should a student have concerns about specific questions on the test, the student should contact course faculty privately by emailing through BB. Tests will only be given on the scheduled date and at the scheduled time. In the event that a student has a valid reason for missing a test, as determined by University policy AND with proper faculty notification PRIOR to the exam, faculty will follow official guidelines. Failure to comply with the testing policy could result in disciplinary action which may include dismissal from the program or a “0” on the exam. Testing Site allocation and notification must be established in the first week of the semester and you must notify Ms. Meza of the time scheduled for each scheduled exam two weeks prior to the exam date. Failure to comply may affect one’s ability to take the exam. If you travel for work, ensure there is a testing center capable to using Respondus Lockdown browser for the exam well in advance located where you will be traveling. Please refer to the Secure Testing Site Policy adopted by the Graduate Department of the College of Nursing and Health Sciences as this Testing Policy is considered a part of this syllabus and may be found as a separate document under the same Information icon under which this syllabus and its accompanying course schedule is found.

Failure to comply with the plagiarism policy could result in disciplinary action which may include dismissal from the program or a “0” on the paper.

2. **Unit quizzes:** Unit quizzes will be offered through Blackboard and will not require a secured test site contract. These quizzes will cover pertinent information from current unit reading assignments. These are to be used for self-improvement and are not counted toward your course grade, but students will receive a “complete” or “incomplete” for quizzes. Multiple attempts are possible prior to an exam to gauge your learning of the content.

**Overall Exam Score:** Once the student has attained > 75% average on all exams combined, then all other assignments will be averaged into the final grade. If the 75% average on the exams is not attained, the final grade (in SAIL) will be the student’s exam average. You are given 125 minutes per exam for no more than 75 test questions.
**Quizzes:** There will be online quizzes covering assigned course materials, which supplements your study content to prepare for each exam.

**Proctored exam site policies and procedures:** All exams given within the graduate nursing programs are given through proctored test sites according to the Secure Testing Sites policies and procedures document. No student may use notes, books, handouts, etc., during the exams. The Secure Testing Policy is considered a part of this syllabus and may be found as a separate document under the same Information icon under which this syllabus and its accompanying course schedule is found.

**Makeup exams** are not permitted. Exams will only be given during the scheduled date and time periods. In the event that a student has a valid reason for missing a exam, as determined by University policy and upon notification of the instructors of that reason early in the semester and certainly prior to the completion of the test’s availability online, the instructors will follow the established guidelines of the University and College of Nursing and Health Sciences.

Students who require additional time for exams must provide the instructors with a copy of the certification document provided by the Student Disability office at the beginning of the semester.

In order to preserve the security of the exams, students will not receive immediate feedback after taking the exams. Exams will be graded, and student grades will be posted usually within a 48-hour time period. Students who score less than 75% on a test may contact the instructors to get individualized feedback. Verbatim test questions will not be divulged or discussed with students.

**Discussion Grade:** Each student is expected to regularly participate in the activities of this course. The instructors will post important points to learn, other internet resources, including evidence-based practice guidelines, and study questions over assigned material. Students should review this information and be prepared to discuss online various aspects from these resources. One initial Discussion postings is required to answer a study/discussion question posted by the instructors within 48 hours of the week’s assigned discussion begins and post at least one response to another student’s initial post. Irrespective of how the posting originates, the student will provide at least two current (less than five years old) references supporting the information posted. Any posting that fails to include referencing will not count toward the course discussion grade.

Note: Failure to comply with the plagiarism policy could result in disciplinary action which may include dismissal from the program or a “0”. Please avoid using a “copy and paste” posting of material; this is a violation of copyright and does constitute a form of plagiarism, especially when the quotation is not indicated appropriately (APA format) and referenced. Experience is valuable if it contributes to the discussion thread in ways that have not been cited before.

Discussion postings determine the participation component of the final course grade, which is determined at the end of the course. A rubric to be used in assessing the student’s participation is available under the course Information icon. Students with questions regarding this policy will contact the course instructor. Please refer to the course rubric for discussion participation grading posted below:
# RUBRIC FOR ONLINE PARTICIPATION
Rubric for Assessing the Effectiveness of Student Participation in Online Discussion

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>POINTS</th>
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<tr>
<td><strong>Promptness and Initiative</strong></td>
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<td>Does not respond to any student posts, but with a brief response.</td>
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<td>Consistently responds to postings promptly, demonstrates good initiative in directing the conversation</td>
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<td>Responds to a minimum of one student post several days after initial discussion with relevant content, but limited initiative.</td>
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<td>Responds to a minimum of one student post within a 48 hour period that is relevant and has substance.</td>
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<td><strong>Delivery</strong></td>
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<td>Utilizes poor spelling and grammar, posts appear hastily composed, no sources cited</td>
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<td></td>
<td>Consistently uses correct grammar and spelling, APA format is correct, 2 sources are peer-reviewed within last 5 years</td>
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<td>Multiple errors in spelling and grammar, sources are poor quality</td>
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<tr>
<td>Few grammar and spelling errors, uses singular peer-reviewed source</td>
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<td><strong>Relevance</strong></td>
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<td>Posts topics which do not relate to the discussion content, population/public journal sources are absent</td>
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<td>Consistently posts topics related to the discussion topic, cites relevant references to support position</td>
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<td>Posts are short in length and offer no further insight into the topic</td>
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<tr>
<td>Frequently posts topics that are relevant to discussion content, asks meaningful questions</td>
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<td><strong>Expression</strong></td>
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<td>Does not express opinions clearly and articulately, &quot;rambles,&quot; or meaningless chatter</td>
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<td>Consistently facilitates academic discourse in a clear, concise, and articulate and professional way</td>
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<td>Unclear connection to topic evidenced in minimal expression of ideas</td>
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<tr>
<td>Opinions and ideas are stated clearly with occasional lack of connection to the topic or professional academic discourse</td>
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<td><strong>Contribution to the Online Learning Community</strong></td>
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<td>Does not make an effort to participate, is disconnected and indifferent</td>
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<td>Aware of needs in the community, motivates and enriches group discussion, presents creative approaches to the topic</td>
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<td>Occasionally makes meaningful reflection on the group effort, minimal effort to become involved</td>
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<td>Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by the group</td>
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TOTAL:

Adapted from Edelstein, Susan and Jason Edwards. Available at: http://www.westga.edu/~distance/ojdia/spring51/edelstein51.html
Students are expected to observe standard online posting etiquette.

Grading Scale for the Student’s Final Course Grade

- 90-100% - A
- 89-83% - B
- 75-82% - C
- 67-74% - D
- 0-66% - F

Extra-credit work. There is no mechanism in place to earn extra credit.

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 that 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 instructors. 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 instructors 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/ University Rules and Procedures: University Procedure 13.02.99.C3.01

**Academic Misconduct Cases Students with Disabilities Classroom/professional behavior Texas A&M University-Corpus Christi**, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc. Statement of Civility Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high-quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Students with Disabilities:**

Walker-Smith /Loika
NURS 5322: Spring
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). Statement of Academic Continuity In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Grade Appeals Process:**

As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C0.03, Student Grade Appeals hyper link: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf)

For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**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.

**Military students:** 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.

**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 technical problems, or any unforeseen circumstances. 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.
**Important Dates to Remember:**

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>Mid-term Grading</td>
<td>March 4-25, 2020</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 9-13, 2020</td>
</tr>
<tr>
<td>Last Day to Drop a Class</td>
<td>April 10, 2020</td>
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<tr>
<td>Final Exam Week</td>
<td>May 8-14, 2020</td>
</tr>
<tr>
<td>Grades Due</td>
<td>May 19, 2020</td>
</tr>
</tbody>
</table>

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