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

NURS 5322- W01: Advanced Pharmacological Concepts

Credits: Three semester hours (3.0)

Co-requisite: NURS 5326

Faculty:  
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FNP-C, 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 pharmacoconomics), 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
Davis Edge Weekly Quizzes
Asynchronous discussions

***Exams through Respondus Lock down Browser with Web Cam

**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:

<table>
<thead>
<tr>
<th>Grade Components</th>
<th>Percentage of Final Grade</th>
<th>Point Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORIENTATION/INTRO TO THE COURSE</td>
<td>Pass/Fail</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>DISCUSSION</td>
<td>40%</td>
<td>40</td>
</tr>
<tr>
<td>WEEKLY DAVIS EDGE QUIZZES BY SYSTEM</td>
<td>Complete/Incomplete</td>
<td>C/I</td>
</tr>
<tr>
<td>EXAM 1</td>
<td>20%</td>
<td>20</td>
</tr>
<tr>
<td>EXAM 2</td>
<td>20%</td>
<td>20</td>
</tr>
<tr>
<td>EXAM 3</td>
<td>20%</td>
<td>20</td>
</tr>
<tr>
<td>Exam 4 - Board Certification Practical Review</td>
<td>Pass / Fail</td>
<td>P/F</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100</td>
</tr>
</tbody>
</table>

1. **Computer-based testing:** Four exams are scheduled for this course; the exams in this course will be provided through Black Board. We will be using Lock Down Browser and a Lock Down Monitor via webcam for all online exams and quizzes. You must have a webcam to take all exams. The webcam can be built into your computer or be the type that plugs in with a USB cable. Your iPad will work well. Watch this short video to get a basic understanding of Lock Down Browser and the webcam feature. You should plan to take your exam at the required time. It may not be day or night as it says in the video. A student Quick Start Guide is also available.

If you don’t already have Respondus lock down on the device you’ll be using to take your exam device, then you can download and install Lock Down Browser from this link: https://download.respondus.com/lockdown/download.php?id=797913747

The student is responsible for taking their exams within the scheduled date and time allotted. Exams are available between 9am-7pm, no exceptions. Exams are closed book and timed. Exam material comes from the textbooks and class discussions. Exams will be given in a multiple-choice format and no back tracking 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.

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

2. **Unit quizzes:** We will be using Davis Edge (www.fadavis.com) in this course. It is a mandatory resource. Davis Edge will be part of your homework/a practice test environment and will count as Complete(C) or Incomplete (I) in the grade book [all assignments must be completed to pass the course]. Please create an account and join the Davis Edge class by (set date for when students should be enrolled in the class).
To begin working in Davis Edge:

1. You will need an **access code** to access **Davis Edge**. An access code can be found on the inside cover of your **new** book, or access can be purchased on [fadavis.com](https://fadavis.com).

2. Please then **join my class** so that I can see your work. **My class ID is:** [18480A7E4A]

3. An **orientation video** that covers everything you need to know to get started can be found here: [https://vimeo.com/380553282](https://vimeo.com/380553282)

4. If you’d like additional help, please visit the **F.A. Davis Support Page** ([customersupport.fadavis.com](https://customersupport.fadavis.com)) for helpful videos and answers to most common questions!

5. These online quizzes cover assigned course materials, which supplements your study content to help you prepare for each exam. There is only one attempt per assigned quiz.

**3. Overall Exam Score for Exams 1-3:** Once the student has attained > 75% average on exams 1-3 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. You must pass as noted above with a 75 average on exams 1-3 to take exam 4.

**Note:** The fourth exam is a practice exam to simulate board certification practical review testing; it is a Pass / Fail grade. You must pass the exam with a 75 or greater to pass the course once you have met the criteria for exams 1-3.

**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 for the week’s assigned discussion begins and post at least one response to another student’s initial post (see course schedule for due dates). 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.

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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 at the end of this syllabus.

Students are expected to observe standard online posting etiquette.

Grading Scale for the Student’s Final Course Grade

<table>
<thead>
<tr>
<th>Grade Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>89-83%</td>
<td>B</td>
</tr>
<tr>
<td>75-82%</td>
<td>C</td>
</tr>
<tr>
<td>67-74%</td>
<td>D</td>
</tr>
<tr>
<td>0-66%</td>
<td>F</td>
</tr>
</tbody>
</table>

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 UniversityCorpus 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.

**Civil Rights Reporting**

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez at Samuel.ramirez@tamucc.edu or Deputy Title IX Coordinator, Rosie Ruiz at Rosie.Ruiz@tamucc.edu ext. 5826, or visit website at Title IX/Sexual Assault/Pregnancy.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University’s student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me. These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

**COVID-19 Temporary Amendment to Syllabus**

**Campus Safety Measures**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.
- **Face Coverings**—Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy and Frequently Asked Questions (FAQ) available on the Provost website.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- **To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely.

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If the student does not leave the class, the faculty member should report that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

**Disabilities Accommodations:** 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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 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 Disability 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 Appeal Procedures. These documents are accessible through the University Rules Web site at https://academicaffairs.tamucc.edu/rules_procedures/index.html. 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>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First class day</td>
<td>08/19/20 Wednesday</td>
</tr>
<tr>
<td>Last day to late register/add a class</td>
<td>08/26/20 Wednesday</td>
</tr>
<tr>
<td>Last day to drop a class for a full term</td>
<td>11/05/20 Thursday</td>
</tr>
<tr>
<td>Reading Day</td>
<td>11/25/20</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>11/26-27/20</td>
</tr>
<tr>
<td>Last class day</td>
<td>11/24/20 Tuesday</td>
</tr>
<tr>
<td>Final exams</td>
<td>12/01-05 &amp; 12/07/20</td>
</tr>
<tr>
<td>Commencement</td>
<td>12/12/20 Saturday</td>
</tr>
</tbody>
</table>

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

TOTAL: Adapted from Edelstein, Susan and Jason Edwards. Available at: http://www.westga.edu/~distance/ojda/spring51/edelstein51.htm
## Course Outline:
### Schedule Fall 2020

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Content Area</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1    | 8/19/20 to 8/22/20 | • The Role of the Advanced Practice Nurse as Prescriber  
• Review of Pharmacologic Principles  
• Rational Drug Selection  
• Legal and Professional Issues in Prescribing  
Orientation: (See hyperlink to video review in Discussion section for orientation and study review before exams) Introduction | Read Ch. 1  
Read Ch. 2  
Read Ch. 3  
Read Ch. 4  
Student Introductions are due by Saturday, August 22, 2020 @ 23:59pm  
***Davis Edge Practice Quizzes to be completed according to week/ system reviewed, all quizzes are open on week one to pace yourself, if you want to get ahead. |
| 2    | 8/23/20 to 8/29/20 | • Adverse Drug Reactions  
• Pharmacogenomics  
• Information Technology and Pharmacotherapeutics  
• Pharmacoeconomics | Read Ch. 5  
Read Ch. 6  
Read Ch 9  
Read Ch. 10  
Download and confirm compatibility with Respondus Lockdown Browser Program with your computer  
Discussion #1 Initial post is due by Saturday, August 29th, 2020 @ 23:59pm. |
| 3    | 8/30/20 to 9/5/20  | • Nutrition and Nutraceuticals  
• Herbal Therapy and Cannabis | Read Ch. 7  
Read Ch. 8  
Read Ch. 13 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Reading Material</th>
<th>Discussion Instructions</th>
</tr>
</thead>
</table>
| 4    | 9/06/20 to 9/12/20 | • Drugs affecting the CV and Renal Systems  
• Hypertension  
• HF  
• Angina  
• Hyperlipidemia | Read Ch. 50  
Read Ch. 42  
Read Ch. 32  
Read Ch. 38  
Read Ch. 29  
Read Ch. 41 | Discussion #1 Response posts are due by Saturday, September 5, 2020 @ 23:59pm.  
Read Ch. 27 |
| 5    | 9/13/20 to 9/26/20 | • Drugs Affecting the Autonomic & Central Nervous Systems  
• Anxiety & Depression  
• Headaches  
• Pain Management | Read Ch. 11  
Read Ch. 12  
Read Ch. 30 Read Ch. 31  
Read Ch. 44 | Discussion #2 Initial post is due by Saturday, September 19, 2020 @ 23:59pm.  
Read Ch. 37 |
| 6    | 9/27/20 to 10/3/20 | • Drugs Affecting the Respiratory System  
• Asthma & COPD  
• Smoking Cessation  
• Drugs Affecting the Endocrine System | Read Ch. 14  
Read Ch. 32  
Read Ch. 46  
Read Ch. 49 | Discussion #2 Response posts are due by Saturday, October 3rd, 2020 @ 23:59pm.  
Read Ch. 37 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
</table>
| 7    | 10/04/20 to 10/10/20 | • Endocrine System and Diabetes Mellitus  
• Hormone Replacement TX and Osteoporosis  
• Hyperthyroidism & Hypothyroidism         | Read Ch. 18 Read Ch. 19  
Read Ch. 40 Read Ch. 35  
Read Ch. 43                                      |
| 8    | 10/11/20 to 10/17/20 | • Drugs affecting the Reproductive System  
• Contraception  
• Women As Patients                             | Read Ch. 20 Read Ch. 33 Read Ch. 51  
Read Ch. 47                                      |
| 9    | 10/18/20 to 10/31/20 | • Drugs Affecting the Immune System  
• Drugs Affecting the Integumentary System  
• Dermatological Conditions                  | Read Ch. 16 Read Ch. 22 Read Ch. 34                                      |
|      |              | **Discussion #3 Initial post is due by Saturday, October 10, 2020 @ 23:59pm.**                                      |
|      |              | **Continue taking Davis Edge quizzes weekly**                                      |
| 10   | 11/01/20 to 11/7/20 | • Drugs Used in Treat Bacterial Infections  
• HIV  
• Pneumonia  
• STDs and TB  
• URI, OM, Pharyngitis..  
• Eye & Ear Disorders                        | Read Ch. 23 Read Ch. 24 Read Ch. 39 Read Ch. 45 Read Ch. 48 Read Ch. 49 |
<p>| 10/27/20 | <strong>Exam Two (Units 5-8)</strong> | <strong>Exam opens 09:00am-19:00pm only</strong>                                      |</p>
<table>
<thead>
<tr>
<th></th>
<th>Dates</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 11  | 11/8/20 to 11/14/20 | • Drugs Affecting the GI System  
• GERD & PUD                         | **Discussion #4** Initial post is due by Saturday, November 14, 2020 @23:59pm. |
| 12  | 11/15/20 to 11/21/20 | • Drugs affecting the Hematological System  
• Anemia  
• Drugs used in Inflammatory Processes  
• Bone and Joints | **Discussion #4** Response posts are due by Saturday, November 21 @ 23:59pm. |
| 13  | 11/22/20 to 11/24/20 | • Specialty Areas:  
• Men as Patients  
• Pediatric Patient  
• Geriatric Patients | **Read Ch. 51**  
**Read Ch. 52**  
**Read Ch. 53**  
**Read Ch. 54**  
**Read Ch. 55** |
| 14  | 11/25/20  
11/26-27/20 | Reading Day  
Thanksgiving Holiday | Study for Exam #4: Board Certification Practical Review (Pass/Fail grade). |
| 15  | 12/1-5 & 12/7/20 | Final Exam Week | See date below for Exam #4 |
| 16  | 12/01/20 | Exam Four: Board Certification Practical Review Exam | Exam opens 09:00am-19:00pm only |