



**School of Health Sciences  
BSN Nursing Program**

**Course Title:** Nursing Pharmacology  
**Course Number:** NURS 305  
**Credit Hours:** (3)  
**Day and Time:** Tuesdays: 12:30pm – 3:30pm  
**Location:** Lee Nursing Building (LNB) – 131

**Prerequisites:** Admission into Upper Division Nursing Courses

**Co-requisites:** NURS 301, 309, and 312

**Course Coordinator:**

Dorie Weaver, MSN, RN, FNP-BC  
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Mondays & Fridays: 9:30am-1:30pm

**Course Description:** This course presents a conceptual approach to basic pharmacology with emphasis on the study of broad groups of drugs and the nursing implications related to each group. Students have the opportunity to apply knowledge of pharmacology to the care of individuals in a variety of clinical situations.

**Learning Outcomes:** At the conclusion of this course, the learner will be able to:

1. Describe the general principles of drug action on the human body.
2. Discuss nursing considerations for drug administration on the human body.
3. Recognize the primary legislation, current health policy issues, and finance issues affecting drug use and availability.
4. Identify nursing responsibilities related to drug administration.
5. Identify the major broad groups of drugs and given an example of a prototype drug from each group.
6. Demonstrate knowledge of the drug's indications, actions, side effects/adverse reactions, nursing implications, and client/family teaching related to each broad group of drugs.
7. Communicate with interprofessional team members any client safety issue as it relates to the client's current drug regime.
8. Apply knowledge of drugs to the nursing care of individuals and/or families in actual client care situations.
9. Identify resources available for current drug information.

## Program Learning Outcomes

The baccalaureate generalist program in nursing prepares the graduate to:

1. Utilize the *liberal education* courses as the cornerstone for study and practice of professional nursing.
2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.
3. Provide *safe, effective, and compassionate care* to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.
4. Incorporate *information management*, client care technologies, and communication devices in providing safe and effective client care.
5. Incorporate information on *healthcare policies*, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
6. Demonstrate effective *inter-professional communication and collaboration* through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate *knowledge and skill* derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize *principles of legal ethical core values* of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan.
9. Utilize the *roles of provider of care, manager/coordinator of care*, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2008).

## Teaching Strategies:

Teaching strategies will consist of lecture, audio-visual aids, class discussions/activities

## Required Textbook(s):

Adams, M., Holland, N., & Urban, C. (2017). *Pharmacology for nurses: A pathophysiologic approach*. (5<sup>th</sup> ed.). Boston, MA: Pearson.

## METHODS OF EVALUATION:

In order to progress in the nursing program, the learner must receive a grade of “C” (2.0 on a 4.0 scale). Not achieving a “C” in the course work constitutes a course failure.

## Classroom Evaluation Methods:

Assignment	Percent of Final Grade
In-Class Quizzes (8 @ 2% each)	16%
Exam 1	10%
Exam 2	14%
Exam 3	14%
Exam 4	14%
Exam 5	12%
Cumulative Final Exam	20%
<b>TOTAL</b>	<b>100%</b>

**Classroom Grading Scale:**

<b>Alphabetic</b>	<b>Raw Score</b>
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
D+	76-79
D	73-75
F	72 or below

**Rounding**

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed to pass this course, as this is rounded to an 80. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

**Scheduled Tests/Exams**

*There will be no test plans provided by faculty.* Studying should include the textbook chapters designated by the faculty, the faculty notes and/ or PowerPoints and what the faculty has said in class. Missed exams will be made up at a designated time during exam week for all nursing courses. The time will be posted on the nursing exam schedule (under the student BB site).

**NO EXAM SHOULD BE MISSED.** If you have a severe or infectious illness or emergency, you must notify the course coordinator *prior* to the exam and may be required to submit a *doctor's (licensed health care provider) excuse or proof of emergency* before being granted permission to take a make-up exam.

All make-up exams **will** be comprised of material from the textbook/PowerPoints and other course assignments focusing on the specific content of the exam missed. The format of makeup exams will differ from the original format of the exam administered (fill in the blank, short essay, etc.).

Quizzes will be given throughout the semester. These quizzes will be administered via the computer and will be done at the **beginning** of the class period. This is to ensure students are keeping abreast of the material. There will be a total of 10 items on each quiz of various formats. These quizzes will be timed (15 minutes). Each quiz will be worth 2% of your total grade. **Students will only be permitted to make-up ONE missed quiz and this will be done during the designated final exam period. Students will receive a '0' for any subsequent missed quizzes. If not present at the start of the quiz, you will not be allowed to take it and this will count as your missed quiz.**

**Test Taking Guidelines:** Before each quiz/test/exam learners will:

- Place all belongings at the front of the classroom
- The proctor and one other designated student will keep their cell phone in view in case of a Swamp Fox Alert, all other phones must be in the front of the class and TURNED OFF.
- Once a quiz/exam is started, the student cannot leave.
- Once a student accepts a test, they cannot stop taking the test and postpone taking it for any reason. If the exam is stopped by the student, the grade earned will be at the point the exam was stopped.

**\*\*There is no proctored standardized test available for this course.\*\***

### **Calculation and Math Conversion Testing Procedure and Policy**

Safe medication administration is a major and important responsibility of the professional nurse. A requirement of the program is that the student continually demonstrates competence in math skills and calculation of medication dosages.

New nursing students will take the initial proctored Math Competency Exam during the third week of the semester, in their Junior I semester in the Fundamentals of Nursing course. These are paper and pencil exams. All Math Competency Exams must be successfully completed with a score of 90% or better to pass. If a Junior I student scores less than 90% on this exam, the student must schedule an appointment with the course coordinator to discuss plans for their remediation session(s). This student will not be allowed to give medications until passing this exam.

A second test will be scheduled approximately one to two weeks after the first exam and contain the same level of problems. Failure to pass the math test on the second attempt will result in a withdrawal (W) from the class. The learner will be encouraged to seek math tutoring at the University Tutoring Center for future reentry into the course. Thereafter, all nursing students will be tested on medication calculation competency by questions embedded in the each unit test for clinical courses.

## **ACADEMIC INFORMATION**

### **Classroom Attendance Policy**

It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class sessions per week during regular semesters or more than 15 percent of required sessions during accelerated semesters, a grade of F or W will be assigned. Attendance may be taken following breaks, and if the student has left the class, he/she will be counted as absent for the entire class session. After two absences, the instructor will utilize compulsory attendance which means there can be no further absences at all. If a student violates the stated attendance policy, the instructor will notify the Office of the Registrar to drop the student from the class with the appropriate grade.

### **Written Paper Requirements**

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and consistent with APA guidelines as appropriate for the assignment.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

### **E-mail**

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and learners; therefore, all nursing learners are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email to all faculty and learners in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue.

### **Communicating With Faculty**

Please communicate with faculty by email only.

**Black Board Contents:**

It is the student's responsibility to have an active e-mail account that will allow for access to Blackboard. Information will be posted by faculty to include but not limited to:

- Announcements
- Individual Exam and Quiz Results
- Weighted Course Grade.
- Course Information
- Syllabus
  - ✓ Course Calendar
  - ✓ Course and College Policies
  - ✓ Lecture Schedule & Objectives
  - ✓ Faculty Information
- Information
  - ✓ Test Taking Tips
  - ✓ Helpful Links to Enhance Learning
- Lectures
  - ✓ Handouts

Blackboard is the main location of communication outside the classroom. It is highly suggested students check Blackboard **at least once daily**. You will be held accountable for all information posted on Blackboard.

**Social Networking Policy**

Learners are encouraged to use their most professional judgment in regard to Internet social networking sites. Information and /or pictures about the FMU nursing program, faculty, other learners, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

**FMU Non-Discrimination Policy**

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights ([www.ed.gov/ocr](http://www.ed.gov/ocr)). Specific questions may be referred to the University's Title IX Coordinator ([titleixcoordinator@fmarion.edu](mailto:titleixcoordinator@fmarion.edu))

**Student Responsibilities**

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *School of Health Sciences Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

**Guidelines for Faculty Appointments**

All nursing faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible, the student may request the faculty to meet at another time.

### **Academic Dishonesty**

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *School of Health Sciences Student Handbook (current edition)*: Academic Integrity.

### **Code of Ethics**

The School of Health Sciences subscribes to the “Code of Student Conduct” as defined in the “Students’ Rights and Responsibilities” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The School of Health Sciences subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all learners and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the School of Health Sciences, or the nursing profession. Please see the *School of Health Sciences Student Handbook (current edition)*: Academic Integrity and <http://www.nursingworld.org/MainMenuCategories/EthicsStandards>

### **South Carolina Nurse Practice Act**

Students must abide by the South Carolina Nurse Practice Act (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, Title 40*) , <http://www.scstatehouse.gov/code/t40c033.php> or the South Carolina Board of Nursing website under policies.

### **Computer Use**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet provider.

### **Taping Classes and Test Reviews**

Learners need to ask faculty permission in order to tape any public session, class, or test review. If the faculty grants permission to tape content, it may only be used for educational purposes. If the taped session is used for purposes other than study or review, the learner will receive a warning.

**There will be no test reviews conducted during class time. Students may make an appointment to discuss test questions or grades. If the exam is administered via paper and pencil, arrangements will be made by the course coordinator to allot days/times for test review outside of the classroom time.**

**Students will not be permitted to review all their tests at the end of the semester.**

### **Definition of Unprofessional Behavior**

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual’s or group’s professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment.

Professional behavior applies to faculty, staff, and learners in the School of Health Sciences. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior

- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to School of Health Sciences policies
- Inappropriate comments written in official documents that impugn faculty, staff, or learners of the School of Health Sciences
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

### **Disciplinary Action for Unprofessional Behavior**

Unprofessional or disruptive behavior demonstrated by a School of Health Sciences learner towards another learner, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor. Learner violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Chair of the Nursing program and use the procedures as referred to in the *University Catalog and Student Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Dean of the Nursing program and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

**\*All warnings (regardless of the reason received) are cumulative throughout the program.**

### **Americans with Disabilities Act (ADA):**

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

### **Maintaining current certification is the sole responsibility of the learner.**

If you have not presented a copy of your current AHA: BLS-HCP card to the Student Services Coordinator by the required deadline, you will not be permitted to attend classes and/or clinical and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Student Services Coordinator.

### **Disclaimer**

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason, faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/or by email.

## CONTENT INFORMATION

## Topical Outline

Week/ Date	Course Content	All Reading Assignments are from the Required Textbook	Evaluation Methods
<b>Week 1</b> January 10	Course Introduction  Introduction to Pharmacology  Drug Approval & Regulation	Syllabus  Chapter 1  Chapter 2	
<b>Week 2</b> January 17	Pharmacokinetics  Pharmacodynamics  The Nursing Process in Pharmacology	Chapter 4  Chapter 5  Chapter 6	<b>Quiz #1</b>
<b>Week 3</b> January 24	Drug Administration Throughout the Life Span  Individual Variations in Drug Response	Chapter 8  Chapter 9	<b>Exam #1</b> (1, 2, 4, 5, 6)
<b>Week 4</b> January 31	Drugs for Seizures  Drugs for Emotional, Mood, & Behavioral Disorders  Drugs for the Control of Pain  Drugs for Inflammation & Fever	Chapter 15  Chapter 16  Chapter 18  Chapter 33	<b>Quiz #2</b>
<b>Week 5</b> February 7	Cholinergic Drugs Affecting the ANS  Drugs for Degenerative Diseases of the Nervous System  Drugs for Neuromuscular Disorders	Chapter 12  Chapter 20  Chapter 21	<b>Exam #2</b> (8, 9, 15, 16, 18, 33)

<b>Week 6</b> February 14	Adrenergic Drugs Affecting the ANS  Drugs for Allergic Rhinitis & the Common Cold  Drugs for Asthma & Other Pulmonary Disorders	Chapter 13  Chapter 39  Chapter 40	<b>Quiz #3</b>
<b>Week 7</b> February 21	Drugs for Peptic Ulcer Disease  Drugs for Bowel Disorders & Other Gastrointestinal Conditions	Chapter 41  Chapter 42	<b>Quiz #4</b>
<b>Week 8</b> February 28	Drugs for Lipid Disorders	Chapter 23	<b>Exam #3</b> (12, 13, 20, 21, 39-42)
<b>Week 9</b> March 7	Diuretic Therapy and Drugs for Renal Failure  Drugs for Hypertension  Drugs for Heart Failure	Chapter 24  Chapter 26  Chapter 27	<b>Quiz #5</b>
<b>Week 10</b> March 14	<b>NO CLASS – SPRING BREAK</b>		
<b>Week 11</b> March 21	Drugs for Angina Pectoris & MI  Drugs for Coagulation Disorders  Drugs for Hematopoietic Disorders	Chapter 28  Chapter 30  Chapter 31	<b>Quiz #6</b>
<b>Week 12</b> March 28	Drugs for Pituitary, Thyroid & Adrenal Disorders	Chapter 44	<b>Exam #4</b> (23, 24, 26-28, 30, 31)

<b>Week 13</b> April 4	Drugs for Diabetes Mellitus  Drugs for Disorders and Conditions of the Male Reproductive System  Drugs for Bone & Joint Disorders	Chapter 45  Chapter 47  Chapter 48	<b>Quiz #7</b>
<b>Week 14</b> April 11	Drugs for Eye & Ear Disorders	Chapter 50	<b>Exam #5</b> (44, 45, 47, 48)
<b>Week 15</b> April 18	Drugs for Bacterial Infections  Drugs for Fungal, Protozoan, & Helminthic Infections  Drugs for Viral Infections	Chapter 35  Chapter 36  Chapter 37	<b>Quiz #8</b>

<b>Final Exam</b> <b>May 2, 2017</b> <b>1200 - 1400</b>	<b>Cumulative</b> <b>Final Exam</b>		<b>Cumulative</b> <b>Final Exam</b>
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Updated on 01/08/2017