

Introduction To Pharmacology
NURS 305
Fall 2009 Course Syllabus

Patrick Murphy, Ph.D.

良藥苦口

Good medicine is bitter... .

—Confucius

The Columbia World of Quotations
(1996). Columbia University Press

SEATTLE UNIVERSITY COLLEGE OF NURSING

- Course Title:** NURS 305 Introduction to Pharmacology
- Credits:** 3
- Meeting Times:**
- Lecture** Monday 7:30–9:50 a.m., Pigott 103
- Review** Monday 12:20-1:20 pm for NURS 312 Lab sections 5,6,7 (ADMN 203)
Monday 3:35-4:35 pm for NURS 312 Lab sections 1,2,3,4 (ADMN 306)
- Prerequisites:** Math 110 or above and nursing major. Pre- or co-requisites: NURS 312, 332, and 333.
- Placement:** Second quarter of the BSN sequence.
- Instructor:** Patrick Murphy, Ph.D.
Office: 307 Garrand
Office Phone: 296-5663 (but e-mail is preferred)
email: murphyp@seattleu.edu (checked ~1/day)
Office hours: Tuesdays and Wednesdays 8:30–9:30 a.m.
- Course Description:** Examination of pharmacological principles and drug classes. Self-management strategies and care provider considerations. Integration of legal, ethical, and other social factors.
- Course Objectives:** Upon completion of this course, the student will:
1. Demonstrate fundamental knowledge of pharmacological principles.
 2. Demonstrate knowledge base regarding drug categories and prototypes.
 3. Utilize critical thinking skills in applying pharmacological principles to selected pathophysiological states.
 4. Apply principles of pharmacology to specific drug and client contexts.
 5. Demonstrate ability to utilize multiple pharmacological resources.
 6. Synthesize the multiple factors (age span, economics, legal issues, ethical issues & cultural factors) that influence drug therapy.
 7. Apply principles of self-management to drug therapy.

Entering and Exiting Competencies:

Students should self-assess if they possess the entering competencies. If you do not or are unsure, it is expected that you will independently work towards developing them. If you need help in terms of materials or remediation, please make an appointment with the faculty at your earliest possible convenience.

Entering Competencies:

- Understanding of fundamental concepts of anatomy & physiology, microbiology, and pathophysiology. (*BIOL 200, 210, and 220, and NURS 304.*)

Exiting Competencies:

- Evaluate therapeutic and adverse drug effects. (*Course Objectives #3, #4, and #6.*)
- Identify factors affecting drug adherence and drug effects. (*Course Objectives #1, #3, #4, #6, and #7.*)
- Evaluate, access, and use appropriate drug resources to administer drugs safely. (*Course Objectives #5.*)
- Promote drug self-management, using effective client teaching. (*Course Objectives #6 and #7.*)
- Utilize critical thinking to individualize pharmacological management of selected pathophysiological states. (*Course Objective #3.*)
- Explore values and ethical/legal/cultural issues involving drug therapy. (*Course Objectives #6 and #7*)
- Demonstrate knowledge base regarding drug categories and discussed prototypes as foundation for supporting patient care. (*Course Objectives #2, #3, and #4.*)

Required Texts:

Lehne, R. (2009). *Pharmacology for Nursing Care* (7th ed). Philadelphia: W.B. Saunders. [Note: The new edition of Lehne has only recently been released, and it is likely that some lecture slides (particularly those included as supplemental material) may include chapter & page numbers from the previous edition. I will be updating these throughout the term and will provide a 6th-to-7th edition ‘translator’ whenever necessary.]

Venes, D., & Thomas, C.L. (Eds.), (2009). *Taber’s Cyclopedic Medical Dictionary*. (21st ed.). [Note: For this course, the previous (i.e. 20th) edition of *Taber’s* is sufficient.]

Recommended:

Zerwekh, J., Claborn, J.C., Gaglione, T., and Miller, C.J. (2008). *Mosby’s Pharmacology Memory Note Cards* (2nd ed.). St. Louis, MO: Mosby.

Lehne, R. (2009). *Study Guide to Accompany Pharmacology for Nursing Care* (7th ed). Philadelphia: W.B. Saunders.

Texts required for current courses (e.g. *Davis’s Drug Guide*) may also be highly useful.

The Fine Print Section

Statement from the Seattle University Code of Student Conduct Handbook:

“Standards of conduct assist each student in the development of a responsible lifestyle rewarding to the individual student, respectful of the rights of others, and compatible with the legal norms of society. It is neither possible nor necessary to specify every instance of behavior or misconduct that could result in disciplinary action against a student. Conduct that evidences good intentions, mature consideration of the foreseeable consequences, and respect for the rights and property of others generally will not conflict with University standards.” (Code, p. 9) Refer to the Code of Student Conduct regarding the following areas: Demonstrate Respect for: Self, Others, Relationships, Community, Honesty, and Property (Code, pp. 5-7).

Academic Honesty:

The Seattle University Academic Honesty policy, which all students are expected to follow, will be strictly adhered to in this course. While out-of-class discussion and sharing of study materials is absolutely encouraged, students are expected to do their own work, submit their own answers, and not discuss the questions or their answers with other students until all have completed the assignment. This includes exams, quizzes, and all other graded assignments. For details of the University Academic Honesty policy, please refer to the SU Registrar website (e.g. <http://www.seattleu.edu/registrar/page.aspx?ID=87>). For details of the College of Nursing Standards of Conduct and Ethical Conduct, please refer to the CON BSN Student Handbook.

Information About Disabilities Services:

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

If you are granted testing accommodations and you test in the Learning Center, you must schedule the room in the Learning Center and have me sign the slip (as per usual policy) one week prior to your testing. Either all tests will be taken in the Learning Center, if you have a documented accommodation, or all will be taken in the classroom. Please see me the first week of class if you need to discuss this further.

Seattle University Nondiscrimination Policy:

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices. All University policies, practices and procedures are administered in a manner consistent with Seattle University’s Catholic and Jesuit identity and character. Inquiries relating to these policies may be referred to the University’s Assistant Vice President for Human Resources and Equal Opportunity Officer. Consistent with the requirements of Title IX of the Education Amendments of 1972 and its implementing regulations, Seattle University has designated three individuals responsible for coordinating the University’s Title IX compliance. Students or employees with concerns or complaints about discrimination on the basis of sex in employment or an education program or activity may contact any one of the following Title IX coordinators:

Gerald Huffman, Assistant Vice President for Human Resources, University Services Building 107, 206-296-5869, huffmaje@seattleu.edu; **Dr. Michele Murray**, Assistant Vice President, Student Center 140B, 206-296-6066, mmurray@seattleu.edu; **Dr. Jacquelyn Miller**, Associate Provost for Academic Affairs, Administration 104, 206-296-5446, jcmiller@seattleu.edu.

Individuals may also contact the Office for Civil Rights of the U.S. Department of Education.

Student-Faculty Relationships and Classroom Environment:

Student-faculty and student-student relationships should demonstrate mutual respect, in and out of the classroom. Professional behavior, as presented in your nursing theory courses, is expected at all times and may be grounds for academic risk or failure in this course. Active listening is expected from all persons in the class. Pagers and cellular phones should be silent or turned off during class time.

Attendance:

Although attendance will be not taken, students are profoundly encouraged to be present and actively participate in lecture. (Participation points will be awarded, see below.) If you are absent from a class, please make arrangements with a fellow classmate to obtain lecture notes as soon as possible. Students are responsible for all announcements, including revisions to the syllabus and exam-related information, that are made in lecture. If a student is allowed to reschedule an exam due to illness or other serious and unavoidable circumstances, the faculty may substitute an alternative exam. At the faculty's discretion, make-up tests may be oral or essay. Students must fill out the form "Student Request for Schedule Exception" and this request, if granted, is placed in the student's permanent record. Students can find this form at the end of their BSN handbook.

Testing Procedures:

Discussion and last minute studying should be kept outside the exam room. Please maintain a quiet environment upon entering the room.

Fair Use of Content:

While many class activities are intended to encourage collaborative learning, it is imperative that all students do their own work and directly acknowledge any and all contributions of others on all assignments.

Out-of-Class Assignments & In-Class Participation:

Out-of-class assignments include: preparing for lecture each week and completing online quizzes. Students should expect to spend approximately nine hours/week on out-of-class assignments (i.e. 3 hrs out-of-class/credit hour).

The suggested method of preparing for lecture each week includes (1) reading the corresponding sections of the text, (2) contemplating chapter objectives, and (3) reviewing the prepared PowerPoint lecture slides. Following lecture each week, students should review the text and their notes in order to complete any unanswered chapter objectives.

While course lectures may initially follow the thematic flow of prepared PowerPoint slides, the faculty will also employ alternative teaching pedagogies to encourage greater in-class participation and dialogue. This can be most effectively achieved when students come to class having already reviewed the text and prepared slides.

Online Course Content: The course's Angel website contains valuable course-related information, including:

PowerPoint Slides

Chapter Objectives & Optional Study Guide Questions

Prototype Drug Lists

Assigned Quizzes—

Question-and-Answer Discussion Board

Enhanced Online Course Content: Additional Angel content that is currently being developed for the course includes the following:

Drug Tables and Concept Maps

Drugs in the News

NCLEX Connections & Course Connections

Articles of Interest

Material of Interest from Previous Course Instructor

Student-Submitted Study Material

Vocabulary Lists, Concepts to Review, and Chapter Summaries

Podcasts and/or MP3s of Course Lectures

Narrated PowerPoint Slides

Review Sessions: Review sessions will be used to clarify and elaborate on essential and prerequisite course material that you may have particular difficulty learning on your own. Students are strongly, strongly encouraged to come.

Response Cards aka Clickers: Clickers will be used regularly throughout this course. You are responsible for purchasing and bringing a response card (clicker) with you to the first class session. Clickers will be used for a variety of purposes in class, including real time learning assessment, student polling, practice with and learning about multiple choice NCLEX style questions. Student responses with these clicker activities will be counted towards their class participation grade.

To purchase your clicker (response card) go directly to the Turning Technologies web site at the following address: <https://store.turningtechnologies.com/index.cfm>. Enter the code bNv4. Order Response Card RF, product ID RFC – 02. The cost is \$35 plus approximately \$5 for shipping. Allow at least one week to receive your device.

Evaluation:

A student's final score in the class will be based on the following:

Online Quizzes	10%
Class Participation	5%
Exam 1	25%
Exam 2 (85% new material, 15% cumulative)	27%
Final Exam (67% new material, 33% cumulative)	33%

Grade Distribution:

<u>College of Nursing Scale</u>		<u>University Scale</u>	
94-100	A	4.0	Superior
90-93	A-	3.7	
87-89	B+	3.3	
83-86	B	3.0	Good
80-82	B-	2.7	
76-79	C+	2.3	
* 73-75	C	2.0	Adequate
70-72	C-	1.7	
66-69	D+	1.3	
63-65	D	1.0	Poor
60-62	D-	0.7	
Below 60	F	0.0	Failing

* Minimum passing grade for nursing courses

A grade of C (2.0, 73%) is the minimum passing grade required in all nursing courses. Final scores will be calculated to the tenths of a whole number and scores greater than or equal to five-tenths will be rounded up to the next whole number. NURS 305 is a required prerequisite course for most subsequent BSN and APNI courses. Scoring below a C will require the student to repeat NURS 305 prior to enrolling in any course that lists it as a prerequisite.

Brief Explanation of Evaluation:

Exams

Exams consist primarily of multiple-choice questions, which will require you to apply your understanding of the course material. Some questions may be of a different style, such as fill-in-the-blank or matching. Prior to the examination, the instructor will identify the general composition of the exam and its format.

Tests cover material from readings, lectures, and provided study material (e.g. posted chapter objectives). The chapter objectives and PowerPoint slides are shared with students in order to be clear as to what the essential content is, and students are strongly encouraged to use these resources. General concepts, application of important information, and critical thinking skills will be tested. Certain details, such as normal drug dosages, will not be tested unless otherwise advised during lecture.

It is highly recommended that you begin studying early in preparation for exams in this course, as we will be covering a great deal of information. If you are having difficulty understanding course concepts, it is advised that you ask for clarification as soon as possible. There are many sources of support, including your instructor and tutors available free-of-charge through the Lemieux Learning Center.

Following an exam, your instructor will be more than willing to discuss your test results and suggest ways to improve your future scores, if needed. The tests will be reviewed during the

lecture review sessions. If you have specific questions regarding your exam or class standing, please make an appointment during faculty office hours to review your exam in person.

Exams in the College of Nursing are secure exams. This means that exams are not returned to students to take home. Exams, keys, and scantrons may not leave the review area. All personal items must be removed from the desk and placed beneath your seat during tests. Cell phones, calculators, or electronic devices of any kind must be put away.

Online Take-Home Quizzes

The online quizzes are designed to help you prepare for lectures exams. They cover material related to that recently discussed during lecture. Quizzes consist of questions of similar scope and complexity to questions that will appear on the exams. There are seven quizzes and scores on your highest FIVE will be counted.

Quizzes will be posted on Angel. Students will have at least four days to complete them, and submission of each quiz is due by 11:59 p.m. of the due date listed in the syllabus. The quizzes are timed and you will have 20 minutes to compete each. Each quiz may only be attempted once.

Students are encouraged to review their lecture notes and completed chapter objectives before taking the quiz. I suggest you first fill in answers without using your text or notes, and then review your intended answers using notes and the text. This will help you identify your comfort level with the material and help self-assess areas for improvement. (NOTE: Do not click 'submit' until you have reviewed your answers and are certain of them!) We will review answers to the quizzes during lecture or our weekly review sessions.

Although quizzes are open book and open note, each student must answer the questions individually. Students may not discuss the quiz or their answers with other classmates until they have all completed it. Faculty view violating Academic Honesty policies on a take-home quiz as no different than doing so on an in-class exam.

Class Participation

Class participation will be at the discretion of the instructor and include satisfactory completion of in-class and out-of-class activities that are not associated with the online quizzes or in-class exams. Examples of activities include completion of in-class surveys and clicker activities, asking and answering substantive questions in class, posting responses to discussion board posts, and submitting study guides to share with your classmates.

NURS 305—Introduction to Pharmacology (Fall 2009)
Pigott 103

Date	Topic	Reading Assignment (Lehne)
9/28	Welcome, syllabus, etc. Introduction to pharmacology Pharmacokinetics	Chapters 1-3 Chapter 4
10/5	Pharmacodynamics Drug-drug interactions Drug therapy across the lifespan	Chapter 5 Chapter 6 Chapters 9-11
10/12	Peripheral nervous system agonists & antagonists	Chapters 13, 14-18
10/19	*** EXAM 1 ***	
	Drugs for asthma, allergic rhinitis, cough & colds Drugs for PUD and Laxatives	Chapters 75-76 Chapters 77-78
10/26	Diuretics Drugs affecting renin-angiotensin-aldosterone Antihypertensive drugs; Ca ²⁺ channel blockers Vasodilators and antianginal drugs	Chapter 40 Chapter 43 Chapters 46, 44 Chapters 45, 50
11/2	Drugs for heart failure and dysrhythmias Anticoagulants, antiplatelets, thrombolytics Drugs to treat hyperlipidemia	Chapters 47-48 Chapter 51 Chapter 49
11/9	*** EXAM 2 ***	
	Anticancer drugs (Includes online lecture material)	Chapters 100-102
11/16	Drugs for diabetes mellitus Drugs for thyroid disorders	Chapter 56 Chapter 57
11/23	Antimicrobial therapy	Chapters 82-87, 90-93
11/30	Introduction to the central nervous system Psychotherapeutic drugs Centrally acting analgesics & COX inhibitors	Chapter 20 Chapters 31-35 Chapters 28 & 70
Tues 12/8	*** Final Exam *** 8-9:50 a.m. Pigott 103	