ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.

EACH STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for informational purposes only.
Faculty Contact Information:

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Email: dellisor@sfasu.edu
Phone: (936)468-7705 (SON Office)
Office: Online Instructor
Office Hours: Available online via D2L Brightspace or SFA Email

Class Meeting Time and Place: This is an online class and will be primarily taught online using the SFA D2L Brightspace learning system. For assistance in navigating the Brightspace system, see http://www.sfaonline.info/d2ltutorials
Students should access the course at least three times weekly to view announcements, assignment deadlines, and other posts.

Required Textbooks and Materials:
Textbook and Online Access Code both required for the course.

Course Description
Three semester didactic hours. Establishes a foundation for the pharmacological aspects of nursing.

Unabridged Course Description
This course establishes a foundation for the pharmacological aspects of nursing and builds on concepts from core curriculum, previous, and concurrent nursing courses. The course will encompass basic principles of pharmacology, medication administration, and classification of drugs.

Number of Credit Hours
3 credit hours (3 lecture)

Course Prerequisites and Co-requisites
Pre-requisites: RN License, BIO 238, BIO 239

Program Learning Outcomes
Graduates of the program will:
1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence-based practice.
2. Deliver nursing care within established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assume responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Demonstrate continuing competence, growth, and development in the profession of nursing.

**General Education Core Curriculum Outcomes**

None

**Student Learning Outcomes**

1. Identify concepts and principles of the arts, sciences, humanities, and nursing as foundational content for the science of pharmacological nursing.
2. Identify the nursing responsibility and accountability related to pharmacology and medication administration.
3. Identify the interdisciplinary collaboration involved with pharmacology.
4. Describe the moral, ethical, economic, political, and legal issues involved in nursing and pharmacology.
5. Explain how holistic, socio-economic, spiritual, and ethno-cultural characteristics of clients affect nursing and pharmacology.
6. Identify selected drug classifications, mechanisms of action, indications for use, and pertinent client educational needs.
7. Evaluate drug effects on physiologic and psychological processes.
8. Describe processes utilized in medication administration.
9. Demonstrate medication calculations through successful completion of calculation exam prior to administering medications in the clinical setting.

**Differentiated Essential Competencies (DEC’s)**

The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DEC’s). The competencies are based upon the preparation in the program of study. In nursing education, the DEC’s serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards. Please refer to the Texas BON website for additional information [https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf](https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf)

**Teaching Methods**

Online lectures, powerpoint slides, small group discussions, linked learning activities, assignments, chat rooms, internet searches, clinical simulation activities, interactive activities, teaching projects, and group assignments.

**Evaluation of Course by Students**

Students are encouraged to complete online evaluations of course and faculty at end of term.
**Grading Policy:**
See School of Nursing Policies at: [http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies](http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies)

It is necessary to obtain a grade of 75 or higher in the class to pass this course. A class average below 75 constitutes failure. (Nursing Policy No. 25)

In the event of course failure, the student must petition the Student Affairs Committee to repeat the course and to remain in the program. See the School of Nursing policies relating to retention and progression.

The School of Nursing Grading Policy 66 regarding rounding grades can be found at [http://www.sfasu.edu/sites/default/files/2018-06/66_policy-grades.pdf](http://www.sfasu.edu/sites/default/files/2018-06/66_policy-grades.pdf)

1. Rounding is confined to the final course grade.
   - Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook (D2L) in their original form without rounding.
   - Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
     a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
     b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).

3. The grading schedule for all Nursing Courses is as follows:
   - 90-100 = A
   - 80-89 = B
   - 75-79 = C
   - Less than 75 = F

**Course Evaluation:**
Evaluation is based on achievement of the objectives. Evaluation strategies may include unit quizzes, exams, discussion threads, written assignments, collaboration with peers on assignments, and interactive learning activities. All assignments must be submitted by due date or receive a grade of zero unless prior arrangements made with instructor.

The course will be graded as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Calculation Quiz</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
</tr>
<tr>
<td>Teaching Project</td>
<td>20</td>
</tr>
<tr>
<td>Discussion Threads</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Grades will be posted electronically on the D2L course site.

All assignments and quizzes/exams must be submitted to pass the course!

It is necessary to obtain an average of 75 in the class exam grades to pass this course. An exam average below 75 or a class average below 75 constitutes failure of NUR 436 and will result in a grade of “F” on the transcript.
**Quizzes/Exams:** Will be open book tests administered on the D2L Brightspace course website. Only one attempt is permitted. Quizzes should be taken individually, not collaboratively. Quizzes are meant to be secure: no printing, copying, or writing questions down for outside use is permitted. Exam average computed as follows: (Calculation Quiz + Final Exam + Quiz Average) divided by 3. A student must have an exam average of at least seventy-five percent (75%) to pass the course.

**Written Assignments:** Grading criteria for course assignments will be posted on D2L Brightspace. Assignments must be submitted in the drop-box by due dates (see Course Calendar) or a grade of zero will be given unless prior arrangements have been made with the instructor.

**Assignment Due Dates:**
Assignments and Due Dates are found on the Course Schedule in the syllabus.

**Discussion Threads:** Participation in assigned discussion forums is required and will be graded according to grading criteria posted on D2L Brightspace. Discussion threads contribute to interaction with faculty and peers and to applying course content. Please observe net etiquette when posting.

**Net Etiquette:**
Observe proper net etiquette when posting online. Remember to be respectful, relevant, brief, forgiving, and on topic. Avoid profanity, personal attacks, or offensive comments. See the following link for guidelines: [http://www.educatorstechnology.com/2014/06/15-essential-netiquette-guidelines-to.html](http://www.educatorstechnology.com/2014/06/15-essential-netiquette-guidelines-to.html)

**Teaching Project:** Students will develop a teaching project related to an area of interest involving a clinical related medication issue. Students may be required to work in groups. Project may be directed to staff or patient learning needs. Grading criteria and instructions will be posted on the D2L Brightspace course website. The teaching project is worth 20% of the final grade.

**A STUDENT WHO FAILS THE COURSE WILL NOT BE ALLOWED TO PROGRESS IN THE NURSING PROGRAM.**
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Pharmacology</td>
<td>1. Apply ethical and legal principles governing medication administration to nursing practice.</td>
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<tr>
<td></td>
<td>Review of Prior Knowledge</td>
<td>2. Describe principles of pharmacokinetics, dynamics, and genetics.</td>
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<td>3. Apply cultural and social considerations to medication administration in diverse populations.</td>
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<td>4. Discuss nursing implications of complementary and alternative therapies.</td>
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<td>5. Synthesize knowledge of pediatric drug administration with current nursing practice.</td>
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<td>6. Describe nursing implications specific to administration of medications to elders.</td>
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<tr>
<td>Week 2</td>
<td>Pharmacotherapy and Drug Administration</td>
<td>1. Apply nursing process to drug therapy in clinical settings.</td>
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<td>2. Develop teaching plans for medication therapy.</td>
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<td>3. Incorporate safety principles in administration of medications.</td>
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<td>4. Compare and contrast the various routes of medication administration.</td>
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<td>5. Analyze nursing interventions related to administration of medications by various routes.</td>
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<td>6. Discuss quality and safety guidelines related to medication safety.</td>
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<tr>
<td>Week 3</td>
<td>Drug Calculations</td>
<td>1. Apply mathematical principles to safe administration of drugs.</td>
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<td>2. Demonstrate knowledge of metric and apothecary systems of measurement.</td>
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<td>3. Calculate dosages of medications for pediatric and adult patients.</td>
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<td>4. Calculate dosages for administration of medications via various routes (IV, SC, IM, Oral, etc).</td>
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<tr>
<td>Week 4</td>
<td>Maintenance of Homeostasis and GI Drugs</td>
<td>1. Apply nursing process to patients with disturbances in fluid and electrolytes.</td>
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<td>2. Describe nursing interventions related to vitamin and mineral uses.</td>
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<td>3. Compare and contrast the methods used to deliver enteral and parenteral nutrition.</td>
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<td>4. Apply nursing process to patients receiving enteral and parenteral nutrition.</td>
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<td>5. Compare and contrast methods of pharmacological treatment of vomiting, diarrhea, and constipation.</td>
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<td>6. Apply nursing process to patients experiencing GI tract disorders.</td>
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<td>7. Compare the actions of the seven groups of anti-ulcer drugs.</td>
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<td>8. Apply nursing process to patients taking anti-ulcer and GERD drugs.</td>
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<td>9. Develop teaching plans for patients with ulcers and GERD.</td>
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<td>Week 5</td>
<td>Autonomic NS and Central/Peripheral NS</td>
<td>1. Describe the anatomy and physiology of the ANS.</td>
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<td>2. Apply nursing process for patients taking adrenergic agonists and antagonists.</td>
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<td>3. Compare the effects of adrenergic agonists and antagonists.</td>
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<td>4. Compare the effects of cholinergic agonists and antagonists.</td>
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<td>5. Apply nursing process to patients taking cholinergic agonist and antagonists.</td>
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<td>6. Summarize the pharmacokinetics, side effects, and adverse reactions, therapeutic plasma level, contraindications, and drug interactions of phenytoin.</td>
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<td>7. Compare actions of medications used to treat seizures.</td>
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<td>Week 6</td>
<td>Mental, Behavioral &amp; Substance Abuse Disorders</td>
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| Feb. 25-Mar. 4              | 1. Explain rationale for use of drugs in toxicity, withdrawal, and maintenance of abstinence from misused drugs.  
2. Apply nursing process to care of patients with substance use disorders.  
3. Explain the use of stimulants in treatment of ADHD and narcolepsy.  
4. Apply nursing process for patients taking CNS stimulants.  
5. Differentiate between hangover, dependence, tolerance, withdrawal, and REM rebound.  
6. Apply nursing process to patients taking benzodiazepines, barbiturates, non benzodiazepines, and melatonin agonist hypnotics.  
7. Differentiate general and local anesthetics and their effects and side effects.  
8. Apply nursing process to patients undergoing anesthesia.  
9. Contrast the actions, uses, side effects and adverse effects of traditional and atypical antipsychotics.  
10. Apply nursing process to patients taking antipsychotics and anxiolytics.  
11. Contrast the various categories of antidepressants.  
12. Apply nursing process to patients taking antidepressant therapy.  
13. Incorporate knowledge of lithium, therapeutic ranges, side effects, and adverse reactions into patient care plans.  
14. Develop teaching plans for patients taking medications for behavioral and substance use disorders. |

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<thead>
<tr>
<th>Week 7</th>
<th>Pain &amp; Inflammation</th>
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| Mar. 4-Mar. 11              | 1. Explain pathophysiology of inflammation.  
2. Compare the uses side effects, actions, and adverse reactions of NSAIDs and DMARDs.  
3. Apply nursing process to patients taking NSAIDs, DMARDs, and antigout medications.  
4. Describe indications for use of nonopioid and opioid analgesics.  
5. Contrast side effects of aspirin and opioids.  
6. Explain medications used for treatment of opioid abuse.  
7. Apply nursing process to patients receiving analgesics.  
8. Discuss use and abuse of opioids and implications for nursing practice.  
9. Develop teaching plans for patients taking anti-inflammatories and analgesics. |
| Week 8 | Antimicrobials | 1. Explain mechanisms of actions of antibacterial drugs.  
2. Differentiate between the categories of antibiotics.  
3. Contrast nursing interventions for the following drug categories: penicillins, cephalosporins, erythromycin, macrolides, tetracyclines, aminoglycosides, fluoroquinolones, and sulfa drugs.  
4. Apply nursing process to patients taking the antibacterial medications in Chapter 26.  
5. Describe the medications used in treatment of tuberculosis.  
6. Explain the use of antifungal drugs and polyenes.  
7. Apply nursing process to patients taking antitubercular, antifungal, and antiviral drugs.  
8. Explain the action of antimalarial, anthelmintic, and peptide drugs.  
9. Apply nursing process to patients receiving antimalarial, anthelmintic, and peptide drugs.  
10. Develop teaching plans for patients taking antibacterials, antifungals, antituberculars, antivirals, antimalarials, and anthelmintic drugs. |
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<td>March 11-25</td>
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</table>
| Week 9 | Immunologic | 1. Describe the classifications of drugs used to treat HIV and AIDS.  
2. Discuss the nurse’s role in medication management and adherence issues.  
3. Apply nursing process to patients taking medications for HIV AIDS.  
4. Explain the mechanism of action of drugs used to treat and prevent transplant rejection.  
5. Relate the absolute neutrophil count of patients on immunosuppressive drugs to neutropenic precautions.  
6. Discuss nonadherence issues in transplant recipients.  
7. Apply nursing process to patients undergoing transplants.  
8. Differentiate between active natural and active acquired immunity.  
9. Describe diseases that can be prevented through vaccines.  
10. Explain the recommended immunization schedule for children and teens.  
11. Apply nursing process to care of patients receiving vaccines.  
12. Discuss the ethical dilemma of patients who refuse vaccines.  
| Mar 25-April 1 | | |
| Week 10 | Antineoplastics | 1. Compare uses and considerations for alkylating compounds, antimetabolites, antitumor antibiotics, hormones and biotherapy agents.  
2. Apply nursing process to patients receiving anticancer drugs.  
3. Compare mechanisms of action of targeted therapies for cancer with those of standard chemotherapy.  
4. Apply nursing process to patients receiving targeted therapies for cancer.  
5. Distinguish between the types of biologic response modifiers with regard to indications, common side effects, and adverse effects, routes of administration, and nursing responsibilities.  
6. Apply nursing process to patients receiving biologic response modifiers.  
7. Develop teaching plans for patients receiving anticancer drugs, targeted therapies for cancer, and biologic response modifiers. |
| April 1-8 | | |
| Week 11 | Respiratory | 1. Compare antihistamine, decongestant, antitussive and expectorant drug groups. |
### April 8-15
2. Describe side effects of nasal decongestants and how to avoid.
3. Apply nursing process to patients taking drugs for common cold, rhinitis, sinusitis, and pharyngitis.
4. Differentiate between drugs used to treat COPD and restrictive lung disease.
5. Apply nursing process to patients taking drugs for COPD and restrictive lung disease.
6. Describe side effects of drugs used to treat COPD.
7. Develop teaching plans for patients taking medications for lower respiratory disorders.

### Week 12
#### April 15-22
**Cardiovascular**
1. Compare the actions of cardiac glycosides, antianginal drugs, and antidysrhythmic drugs.
2. Describe the signs, symptoms, and treatment of digitalis toxicity.
3. Apply nursing process to patients taking cardiac glycosides, antianginal drugs, and antidysrhythmic drugs.
4. Differentiate actions, side effects, and adverse reactions of the three categories of diuretics.
5. Apply nursing process to patients taking diuretics.
6. Compare the actions, side effects, and adverse reactions of the categories of antihypertensive drugs.
7. Apply nursing process to patients taking antihypertensive drugs.
8. Differentiate the actions, side effects, and adverse reactions of anticoagulants, antiplatelets, and thrombolytics.
9. Apply nursing process to patients taking anticoagulants, antiplatelets, and thrombolytics.
10. Compare the actions, side effects, and adverse reactions of the antihyperlipidemic drugs and drugs that improve peripheral blood flow.
11. Apply nursing process to patients receiving antihyperlipidemics and drugs to improve peripheral blood flow.
12. Develop teaching plans for patients receiving drugs for cardiovascular problems.

### Week 13
#### April 22-29
**Eye, Ear, Skin, Endocrine**
1. Describe the action, routes, side effects, and adverse reactions and contraindications for drugs used in eye and ear disorders.
2. Apply nursing process to patients receiving drugs for eye and ear disorders.
3. Describe medications commonly used to treat dermatologic disorders.
4. Discuss drugs that can cause dermatitis and the characteristic symptoms.
5. Compare topical antibacterial agents used in treatment of burns.
6. Apply nursing process to patients receiving medication to treat dermatologic disorders.
7. Differentiate actions and uses of hormones from pituitary, thyroid, parathyroid, and adrenal glands.
8. Apply nursing process to patients receiving hormonal replacement or inhibition for disorders of pituitary, thyroid, parathyroid, and adrenal glands.
9. Describe pharmacologic treatment used in Type 1 and Type 2 Diabetes.
10. Compare onset, peak, and duration of rapid-acting, short-acting, intermediate-acting and long-acting insulins.
11. Describe action and side effects of oral antidiabetic drugs.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td>12.</td>
<td>Explain the action of glucagon.</td>
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<tr>
<td>13.</td>
<td>Apply nursing process to patients taking antidiabetic agents.</td>
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</tr>
</tbody>
</table>
| **Week 14**<br>April 29-May 6 | Renal/Reproductive | 1. Describe actions, side effects, and adverse reactions of drugs used to treat urinary disorders.  
2. Apply nursing process to patients taking medications for urinary disorders.  
3. Describe drugs used during pregnancy and preterm labor.  
4. Apply nursing process to patients taking drugs during pregnancy and preterm labor.  
5. Describe actions, side effects, and nursing implications of drugs used during labor.  
6. Discuss purpose, action, and side effects of drugs administered during postpartum period.  
7. Apply nursing process to patients receiving drugs during pregnancy and labor/delivery/postpartum.  
8. Discuss purpose, actions, side effects and nursing implications of drugs administered to neonates.  
9. Apply nursing process to neonates receiving medications and immunizations and to their caregivers.  
10. Contrast various methods of contraception.  
11. Discuss pharmacologic interventions used in female infertility treatment.  
12. Compare drugs used for common gynecological conditions.  
13. Apply nursing process to women receiving drugs for women’s health and infertility issues.  
14. Differentiate conditions for which androgen and antiandrogen therapy are indicated.  
15. Categorize commonly prescribed drugs that can impair male sexual function.  
16. Apply nursing process to patients undergoing drug treatment for male reproductive disorders.  
17. Describe pharmacologic intervention for sexually transmitted infections.  
18. Apply nursing process to patients receiving drugs for treatment/prevention of STIs.  
19. Develop teaching plans for patients receiving pharmacologic therapy for renal and reproductive disorders. |
| **Week 15**<br>May 6-13 | Emergency Drugs | 1. Describe indication for drugs used in emergency settings.  
2. Define mechanism of actions for emergency drugs listed in Chapter 55.  
3. Apply nursing process to patients receiving emergency drugs.  
4. Develop teaching plans for nurses administering emergency drugs to assure patient safety. |
| **Week 16**<br>May 13-16 | Final Exam | 1. Apply principles of pharmacology to assure safe delivery of medications to patients of various stages of development and diverse backgrounds.  
2. Demonstrate mastery of content presented during the semester. |

**NUR 436: Course Schedule and Due Dates**
Assignments highlighted in red must be submitted by due date.
Module Learning Activities found in each Weekly Module on D2L Brightspace

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
<th>Due Date at 11:30 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1&lt;br&gt;Jan. 22-28</td>
<td>Introduction to Pharmacology&lt;br&gt;Review of Prior Knowledge</td>
<td>1. Read Chapters 1-6&lt;br&gt;2. Module learning activities&lt;br&gt;3. Icebreaker Discussion</td>
<td>Jan 28</td>
</tr>
<tr>
<td>Week 2&lt;br&gt;Jan. 28-Feb. 4</td>
<td>Pharmacotherapy and Drug Administration</td>
<td>1. Read Chapters 8-10&lt;br&gt;2. Module learning activities&lt;br&gt;3. Quiz 1: Pediatric and Elder Issues</td>
<td>Feb 4</td>
</tr>
<tr>
<td>Week 3&lt;br&gt;Feb. 4-11</td>
<td>Drug Calculations</td>
<td>1. Read Chapter 11&lt;br&gt;2. Module Learning Activities&lt;br&gt;3. Calculation Quiz</td>
<td>Feb. 11</td>
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<tr>
<td>Week 4&lt;br&gt;Feb. 11-18</td>
<td>Maintenance of Homeostasis and GI Drugs</td>
<td>1. Read Chapters 12, 13, 14, 42, 43.&lt;br&gt;2. Module Learning Activities.&lt;br&gt;3. Quiz 2.&lt;br&gt;4. Week 4 Discussion Thread</td>
<td>Feb 18</td>
</tr>
<tr>
<td>Week 6&lt;br&gt;Feb. 25-Mar. 4</td>
<td>Mental, Behavioral &amp; Substance Abuse Disorders</td>
<td>1. Read Chapters 7, 17, 18, 22, 23.&lt;br&gt;2. Module Learning Activities.&lt;br&gt;3. Quiz 4.&lt;br&gt;4. Week 6 Discussion Thread.</td>
<td>March 4</td>
</tr>
<tr>
<td>Week 7&lt;br&gt;Mar. 4-11</td>
<td>Pain &amp; Inflammation</td>
<td>1. Read Chapters 24 &amp; 25.&lt;br&gt;2. Module learning activities.&lt;br&gt;3. Quiz 5.&lt;br&gt;4. Week 7 Discussion Thread.</td>
<td>March 11</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Activities</td>
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</table>
| **Week 9**   | Immunologic       | 1. Read Chapters 29, 30, 31.  
2. Module Learning activities.  
| Mar 25-     |                   |                                                                           |            |
| April 1     |                   |                                                                           |            |
| **Week 10**  | Antineoplastics   | 1. Read Chapters 32, 33, 34.  
2. Module Learning Activities.  
3. Quiz 8.  
| April 1-8   |                   |                                                                           |            |
| **Week 11**  | Respiratory       | 1. Read Chapters 35 & 36.  
2. Module learning activities.  
4. Week 11 Discussion Thread.    | April 15   |
| April 8-15  |                   |                                                                           |            |
| **Week 12**  | Cardiovascular    | 1. Read Chapters 37, 38, 39, 40, 41.  
2. Module learning activities.  
4. Week 12 Discussion Thread.    | April 22   |
| April 15-22 |                   |                                                                           |            |
| **Week 13**  | Eye, Ear, Skin,   | 1. Read Chapters 44, 45, 46, & 47.  
2. Module Learning Activities.  
| April 22-29 | Endocrine         |                                                                           |            |
| **Week 14**  | Renal/Reproductive| 1. Read Chapters 48, 49, 50, 51, 52, 53, 54.  
2. Module learning activities.  
3. Final Teaching Project Due.    | May 6      |
| April 29-   |                   |                                                                           |            |
| May 6       |                   |                                                                           |            |
| **Week 15**  | Emergency Drugs   | 1. Read Chapter 55  
2. Module learning activities.  
3. Quiz 12  
4. Final Discussion Thread.       | May 13     |
| May 6-13    |                   |                                                                           |            |
| **Week 16**  | Final Exam        | Comprehensive Final Exam covers all course content.  
Final Exam                         | May 16     |
| May 13-16   |                   |                                                                           |            |

**Academic Integrity (A-9.1)**

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Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at: [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

**Withheld Grades (Semester Grades Policy A – 54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aides to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Communication with Instructor**

Instructor is available via D2L Brightspace email, SFASU email, and Course Discussion Threads. A Discussion Thread called Ask the Instructor is available on D2L for concerns and questions. A Discussion Thread called Student Forum is available where students can share concerns/questions/information with their peers.

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see Student Conduct Code http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to withdraw and may be subject to judicial, academic or other penalties. The prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not access the course regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Observe proper net etiquette in online classes.