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.

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for information purposes only.
Faculty Contact Information

Name: Dr. Deaton, DNP, APRN, FNP-C  
Department: Nursing  
Email: deatonkimbe@sfasu.edu  
Phone: (936) 468-7704  
Office: Room 178  
Office Hours: Monday: 11:00-2:00  
Wednesday 9:00-11:00  
Other times, call for an appointment.

Class meeting time and place
See Course Calendar for time, location, and course assignments.

Required Textbooks and Materials
Free download
https://med.libretexts.org/Bookshelves/Nursing/Nursing_Pharmacology_(OpenRN)
Nursing Pharmacology

Technology Requirements
All students are required to have access to a laptop or desktop computer for academic and testing purposes. Please find the complete list of technology requirements here:
https://www.sfasu.edu/docs/nursing/technology-requirements.pdf

For questions regarding laptop hardware or software, please contact The SFA Help Desk at https://help.sfasu.edu/TDClient/2027/Portal/Home/ or 936-468-HELP.

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.

Credit Hour Justification
(3 credits) This course typically meets once a week in 3 hour segment for 15 weeks and has an additional final week. Students have significant weekly reading assignments; are expected to have occasional medication calculation homework, virtual clinical assignments, or other weekly assignments; are required to make group presentations over teaching; and required to take major exams and a final examination. These activities average at a minimum 9 hours of work each week to prepare outside of classroom hours.

Prerequisites and Co-requisites
Prerequisites: NURS 3304, Admission to Nursing Program  
Co-requisites: NURS 3205, NURS 3207, NURS 3606

End of Program Student 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. Assure 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. Value continuing competence, growth, and development in the profession of nursing.

**General Education Core Curriculum Objectives/Outcomes**

None

**Course Student Learning Outcomes**

The student will:

1. Relate concepts and principles of the arts, sciences, humanities, and nursing as a source for making nursing practice decisions with clients and families.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Evaluate research for applicability of findings to nursing practice of women and children with complex health needs.
4. Incorporate the nursing process as a template to formulate and implement individualized plans of care for clients and families.
5. Incorporate moral, ethical, economic, and legal issues in provision of nursing care to clients and families.
6. Assess the relationship between growth and development and other health issues.
7. Collaborate with families experiencing health stressors surrounding acute and complex needs of women and children as well as the normal processes of labor, birth, and the postpartum period.
8. Relate risks, health seeking behaviors, pharmacology, family situations, morbidity and mortality, and end of life issues to neonates, children, adolescents, and women with complex health needs.
9. Implement developmentally appropriate teaching strategies for women and children.
10. Collaborate with the interdisciplinary healthcare team respecting holistic, socio-economic, spiritual, and ethno-culturally diverse characteristics of women, children, and families with complex health needs.

**Differentiated Essential Competencies (DECs)**

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 (DECs)*. The competencies are based upon the preparation in the program of study. In nursing education, the DECs 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)
Unit Objectives

UNIT I:

• Correctly calculate drug dosages for administration
• Discuss the processes of pharmacokinetics
• Use multiple professional resources including technology to identify pertinent information related to drugs
• Describe the processes of pharmacodynamics
• Consider pharmacodynamic differences across the lifespan
• Differentiate among prescription drugs, over-the-counter drugs, herbals, and dietary supplements

UNIT II:

• Cite the classifications and actions of gastrointestinal system drugs
• Give examples of when, how, and to whom gastrointestinal system drugs may be administered
• Identify the side effects and special considerations associated with gastrointestinal system drug therapy
• Identify considerations and implications of using gastrointestinal system medications across the lifespan
• Apply evidence-based concepts when using the nursing process
• Identify indications and adverse/side effects associated with the use of herbal supplements
• Identify and interpret related laboratory tests
  Urinary Disorders
  • Differentiate the uses for a urinary analgesic, a urinary stimulant, and a urinary antispasmodic/antimuscarinic/anticholinergic
  • Apply the nursing process, including teaching to the nursing care of the patient receiving urinary antiseptic/anti-infective drugs.

UNIT III:

• Identify the classifications and actions of respiratory system drugs
• Give examples of when, how, and to whom respiratory system drugs may be administered
• Identify the side effects and special considerations associated with respiratory system drugs
• Include considerations and implications of using respiratory system drugs across the lifespan
• Include evidence-based concepts when using the nursing process related to medications that affect the respiratory system
• Identify and interpret related laboratory tests
UNIT IV:

• Identify the classifications and actions of respiratory system drugs
• Give examples of when, how, and to whom respiratory system drugs may be administered
• Identify the side effects and special considerations associated with respiratory system drugs
• Include considerations and implications of using respiratory system drugs across the lifespan
• Include evidence-based concepts when using the nursing process related to medications that affect the respiratory system
• Identify and interpret related laboratory tests

UNIT V:

• Cite the classifications and actions of central nervous system drugs
• Cite the classifications and actions of drugs used to treat psychiatric disorders
• Give examples of when, how, and to whom central nervous system drugs may be administered
• Identify the side effects and special considerations associated with central nervous system drug therapy
• Identify considerations and implications of using central nervous system medications across the lifespan
• Apply evidence-based concepts when using the nursing process
• Identify and interpret related laboratory tests

Stimulants
• Explain the effects of stimulants on the central nervous system (CNS).
• Compare attention-deficit/hyperactivity disorder (ADHD) and narcolepsy.
• Differentiate the action of drugs used for ADHD and narcolepsy.
• Contrast the common side effects of stimulants
• Apply the nursing process for the patient taking CNS stimulants.

Depressants
• Differentiate among these adverse effects
• Discuss the uses of benzodiazepines.
• Apply the nursing process for the patient taking benzodiazepines for hypnotic use.
• Differentiate nursing interventions related to depressants
• Explain the uses for topical anesthetics.

Anti-seizure Drug
• Summarize the pharmacokinetic, side effects, and adverse reactions, therapeutic plasma levels, contraindications for use, and drug interactions of phenytoin.
• Compare the actions of anti-seizure drugs
• Apply the nursing process to anti-seizure drugs include patient teaching.

Drugs for Parkinsonism and Alzheimer Disease
• Summarize the pathology of Parkinson disease and Alzheimer disease.
• Contrast the actions of medications treatments of Parkinson disease.
• Compare the side effects of various anti-parkinson drugs.
• Apply the nursing process to anti-parkinson drugs
UNIT VI:

- Cite the classifications and actions of analgesics
- Cite the classifications and actions of musculoskeletal system drugs
- Give examples of when, how, and to whom analgesics and musculoskeletal system drugs may be administered
- Identify the side effects and special considerations associated with analgesics
- Identify the side effects and special considerations associated with musculoskeletal system drugs
- Identify the considerations and implications of using analgesics across the life span
- Identify the side effects and special considerations associated with musculoskeletal system medications across the life span
- Apply evidence-based concepts when using the nursing process

Dermatologic Disorders

- Describe non-pharmacologic measures used to treat mild acne vulgaris.
- Describe at least three drugs that can cause drug-induced dermatitis and their characteristic symptoms.
- Compare the topical antibacterial drugs used to prevent and treat burn tissue infection.
- Discuss the nursing process, including teaching, related to commonly used drugs for acne vulgaris, psoriasis, and burns.

UNIT VII:

- Cite the classifications and actions of endocrine system drugs
- Give examples of when, how, and to whom endocrine system drugs may be administered
- Identify the side effects and special considerations associated with endocrine system drug therapy
- Identify the considerations and implications of using endocrine system medications across the lifespan
- Apply evidence-based concepts when using the nursing process
- Identify indications, side effects, and potential drug interactions associated with the use of herbal supplements
- Identify and interpret related laboratory tests

UNIT VIII:

- Identify the classifications and actions of antimicrobial Antituberculars, Antifungals, & Antivirals medications
- Give examples of when, how, and to whom antimicrobial drugs may be administered
- Identify the side effects and special considerations associated with antimicrobial therapy
- Include considerations and implications of using antimicrobial medications across the lifespan
- Include evidence-based concepts when using the nursing process
- Identify and interpret related laboratory tests
COURSE REQUIREMENTS

Grading Policy

EVALUATION and GRADING CRITERIA
It is necessary to obtain a weighted mean test score of 75 in the class exam grades to pass this course. A weighted mean test score below 75 or a class average below 75 constitutes failure and will result in a grade of “F" on the transcript.

Policy 1.7:
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 in their original form without rounding.
2. 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).

BSN and RN-BSN GRADING SCALE:
90-100 = A
80-89 = B
75-79 = C
Less than 75 = F

Clinical will be graded as a Pass/Fail. You must pass both the class and clinical in order to pass this course.

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Exams
Exams will be composed of 50 questions (multiple formats) and possible additional pilot questions over specified material. All tests will be computerized. If computerized testing is not feasible, a paper and pencil test may be substituted. Students will have 2 minutes per question (NCLEX allotment). Students will be able to review any incorrect questions and rationales at the conclusion of the test. Students arriving late will not be allowed to begin the exam if any student has left the testing room. Late arrival after a student has left the testing room will be considered an unexcused absence. Students that begin the exam late will complete the exam with only the remaining time available. No time extensions will be given. At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in an approved university-sponsored event(s). However, students are
responsible for notifying their instructors in advance, when possible, for excusable absences. If
so directed by the instructor, the student must bring a written excuse from the professional
healthcare provider. If the absence is not excused, the maximum grade is 75. To calculate the
grade, the ratio/proportion method will be used (i.e., 90 on unexcused absence makeup exam
would be 90/100 : x/75, where x= 67.5). Make up exams may be alternate format and/or include
different number of items at the faculty discretion. Students are responsible for contacting
faculty to schedule make up exams. Make up exams will be scheduled in accordance with faculty
and student availability.

Testing Expectations
1. Please leave your belongings in your car. Students will only be allowed to bring a pencil
and/or earplugs to their desk. Keys and other personal items will be left at the front of the
room. A scratch piece of paper will be given.
2. Students may not wear hats, caps, hoods, sunglasses, or watches.
3. No food or drink will be allowed in the testing room.
4. Students should not magnify the font on the computer screen. Students needing
accommodations should have prior arrangements with disability services.
5. During the exam, faculty will only answer questions regarding technical issues. No
content questions will be answered.
6. After leaving the exam, please be courteous of those still taking the exam. Noise in the
hallway outside of the exam room should be minimal.

Exam Remediation Policy
Students that make less than 75 on any exam are required to make an appointment for exam
remediation with their clinical instructor prior to the next exam.

Classroom attendance
Refer to SON Policies. Students are adult learners. Therefore, it is up to the student to make the
decision to attend class or not. However, we recommend that students attend class regularly.
Students are responsible for all materials assigned and/or presented in each class, any
information presented by your classmates, and all announcements (verbal and
email/Brightspace).

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. Students are expected to abide
by the SFASU Student Code of Conduct (https://www.sfasu.edu/docs/policies/10.4.pdf). The
door will remain locked during class to promote safety. You are encouraged to arrive to class on
time. Please silence all devices prior to the beginning of class. It is expected that technology
during class time will be used for educational purposes only. Content will be delivered in a
variety of methods, including face-to-face lecture, pre-recorded lecture, synchronous zoom
sessions, and face-to-face active learning activities. Please check Brightspace regularly for
course updates. Students who do not attend class 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.

Academic Integrity
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Evaluations
At the end of the semester, please complete the Student Evaluation of Course, Course Instructors, and SFA Clinical Instructors. You should also complete evaluations of clinical sites and/or preceptors after you finish those experiences. Please follow instructions from emails received regarding evaluations. Your feedback is very valuable to us and for quality improvement.

Brightspace
Students must have the required computer access and programs to support the on-line course through SFASU Brightspace.

Logging in: To access Brightspace, visit the following URL, and log in using your mySFA username and password
http://d2l.sfasu.edu

What are the technical requirements to use the system?
You can use any web browser you wish, but Google Chrome or Mozilla Firefox are recommended. Internet Explorer will no longer be supported.

*How do I get technical help?*
Help for students is available online through http://www.sfasu.edu/sfaonline/ just look for the tab called “Tech Support & Resources.” Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu

**Withheld Grades Semester Grades Policy (5.5)**
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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**Students with Disabilities**
To obtain disability related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact Disability Services, Human Services Building, Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, Disability Services will notify the course instructor and outline the accommodation and/or auxiliary aids 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/.

**DeWitt School of Nursing Policies**
To access the SON’s student policies, follow this link:
http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
The Health and Wellness Hub “The Hub”  
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741
Full Calendar:

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