### (Semester Year) Syllabus

**Title of Course:** HCHS-125-501 Introduction to Pharmacology for Nursing and the Health Professions

**Course Description:** This course is an introduction to drug principles of pharmacology; application of these principles to major and common classes of drugs; and their use in a clinical setting.

**Credit Hours and Contact Hours:**
- Classroom Hours: 3 hours/week theory (3 credits)
- Total: 3 credits

**Course Outcomes**
- Upon successful completion of this course, the student will be able to:
  1. Begin to demonstrate professional nursing practice that is patient-centered and culturally appropriate for individuals, families, and communities.
  2. Identifies roles of the members of the inter-professional healthcare team for the delivery of healthcare for quality patient outcomes.
  3. Define nursing care that is evidence based in a variety of healthcare settings.
  4. Discuss and identify the principles of quality improvement within a variety of healthcare settings.
  5. Demonstrate principles of safe nursing practice.
  6. Demonstrate the use of different types of technologies for the management of information.

**Required Text(s) and Supporting Materials:**
- Elsevier Adaptive Quizzing for Lilley Pharmacology and the Nursing Process (eCommerce Version), 8th Edition
- Davis Drug Guide, 12th Edition or equivalent Authors: Judith Hopfer Deglin, April Hazard Vallerand, & Cynthia A. Sanoski
- Medical Dictionary: One of the 2 below:
  - Latest Taber’s cyclopedia medical dictionary. F. A. Davis.
  - Latest Stedman's Medical Dictionary for the Health Professions and Nursing
| **Course Communication** | Effective, ongoing communication is a key element of success in the nursing program. Instructors and staff communicate with students via email when not in class. Students need to check their UNM and Blackboard email accounts regularly. Full-time nursing instructors have voice mail, and communication should take place directly with your instructor. Full-time instructors hold scheduled office hours as posted in their syllabus and outside of their offices, and students may schedule conference times as needed. In addition, there is student representation on the nursing faculty committee, and the representatives are responsible for communicating pertinent information to their classmates. Part-time faculty will identify their preferred method for communication to the students. |
| **Electronic Device Usage:** | Cellphones and other devices except laptop computers are not permitted in the classroom setting. They must be silenced and put away. Cellphone that ring or are used during class or testing will result in the student being excused from the class or test. Any make-up of assignments or exams due to violation of this policy is solely at the discretion of the instructor. The use of computers is acceptable in the learning context of the class. Lectures may be audiotaped at the express permission of the instructor. Classroom capture is not available at this time. |
| **Academic Integrity:** | Having academic integrity is paramount to your success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. Here is the link to the UNM Academic Dishonesty Policy: https://policy.unm.edu/regents-policies/section-4/4-8.html. The policy states:  

*Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.*

Academic Dishonesty is defined as:  

"Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records."
| **Classroom Use/Attendance/Professional Behavior** | The classroom is available for student use outside of regularly scheduled classes when other classes are not in session. There is a reference area and computers available. In accordance with UNM policy there is no eating or drinking allowed in the classroom. Students may have water in enclosed bottles during class.

See the current Student Nurse Handbook for complete listing of attendance and professional behavior policies. |
|---|---|
| **Student Concerns or Grievances** | UNM-Valencia nursing program follows the specific Grievance Procedure as provided in the UNM Valencia Catalog. Prior to participating in the campus procedure, the student is encouraged to review their complaint within the nursing department by following these steps:

**SBAR**: To be used as a tool for communicating student concerns in a professional manner.

**Instructions:**

- The student completes the SBAR using professional language to communicate a concern about classroom, clinical or lab. You may check with your faculty if you are unsure if this process is necessary.
- Email the completed SBAR to the instructor.
- The instructor will contact the student after reviewing the SBAR to schedule a face to face meeting to discuss the SBAR. The student should bring a printed copy to the meeting. |
| **Students with Disabilities:** | In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), reasonable accommodations are made to all qualified students unless such accommodations fundamentally alter a program or service or place an undue hardship on the operation of the University. If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations, but have not documented your disability, please contact Jeanne Lujan, the coordinator for Equal Access Services at 925-8910 or jmlujan@unm.edu. |
| **EQUAL OPPORTUNITY AND NON-DISCRIMINATION** | In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see page 15 - http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more |
information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html.

Teaching Methods
HCHS 125 will use a variety of approaches to meet the course outcomes. These instructional methods may include, but are not limited to lecture, audio-visual materials, guided discussions, group projects, role playing, self-evaluation, written assignments, computer and on-line activities, decision-making exercises, clinical experiences, field trips and observational experiences.

Evaluation/Grading Policies:
To successfully complete the course, the student must achieve:

<table>
<thead>
<tr>
<th>Exams</th>
<th>Examination Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>-80%</td>
<td>Exam 1 _______</td>
</tr>
<tr>
<td>of total grade</td>
<td>Exam 2 _______</td>
</tr>
<tr>
<td>800 points/16%</td>
<td>Exam 3 _______</td>
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<tr>
<td>possible on each exam</td>
<td>Exam 4 _______</td>
</tr>
<tr>
<td></td>
<td>Exam 5 _______</td>
</tr>
<tr>
<td></td>
<td>Total __________</td>
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<table>
<thead>
<tr>
<th>Independent Activities</th>
<th>Activity Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>-20% of grade</td>
<td>Field trip paper __________</td>
</tr>
<tr>
<td>100 points/10% possible for paper and presentation</td>
<td>Field trip group presentation __________</td>
</tr>
<tr>
<td>10% for adaptive quizzing assignments</td>
<td>Total __________</td>
</tr>
</tbody>
</table>

All assignments are to be created as a Microsoft Word document and uploaded into the appropriate link in Blackboard. Discussions or Journal entries should be created in Word and then cut and pasted into the appropriate discussion block or Journal section. Written work must follow APA 6th edition guidelines. Refer to the APA Publication Manual 6th ed. (a copy is on reserve in the library) and/or the Purdue Owl website. **Font setting must be Times New Roman or Arial at 12pt.**

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>75-77 C</th>
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<tbody>
<tr>
<td>98-100</td>
<td>A+</td>
</tr>
<tr>
<td>94-97</td>
<td>A</td>
</tr>
<tr>
<td>91-93</td>
<td>A-</td>
</tr>
<tr>
<td>88-90</td>
<td>B+</td>
</tr>
<tr>
<td>84-87</td>
<td>B</td>
</tr>
<tr>
<td>81-83</td>
<td>B-</td>
</tr>
<tr>
<td>78-80</td>
<td>C+</td>
</tr>
</tbody>
</table>

See the Nursing Student Handbook for all policies and requirements.
**Abbreviated Course Schedule Fall 2016**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Objectives</th>
<th>Content</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/24/17</td>
<td>1. Apply understanding of terms, concepts, and basic processes associated with drug approval, drug classification, pharmacokinetics &amp; pharmacodynamics, drug therapy, alternative therapy, medication errors, ethical and legal aspects and substance abuse. (SLO5) &lt;br&gt;2. Apply understanding of basic medication math concepts (SLO5) &lt;br&gt;3. Apply understanding of safe medication administration using 6 rights. (SLO5) &lt;br&gt;4. Relate the nursing process to selected pharmacological concepts (SLO3) &lt;br&gt;5. Demonstrate knowledge of metric unit conversions &amp; rounding (SLO5) &lt;br&gt;6. Demonstrate nursing judgment when assessing medication label information (SLO1,6) &lt;br&gt;7. Demonstrate safe and accurate dosage and rate calculations for oral medications (SLO5)</td>
<td>Unit 1: Introduction to Pharmacology and Math</td>
<td>Readings: Lilley &lt;br&gt;• Chapter 1 &lt;br&gt;• Chapter 2 &lt;br&gt;• Chapter 3 &lt;br&gt;• Chapter 4 &lt;br&gt;• Chapter 5 &lt;br&gt;• Chapter 6 &lt;br&gt;• Chapter 7 &lt;br&gt;Ogden &lt;br&gt;• Chapter 6-7 &lt;br&gt;• Complete worksheet and chapter 6 post-test 1 (answers are in back of book but don’t look until done) &lt;br&gt;• Adaptive quizzing as assigned &lt;br&gt;<strong>Discussion:</strong> To begin a discussion on cultural considerations, have the students share in class any cultural differences they have noticed in their families or other experiences regarding drug therapy.</td>
</tr>
<tr>
<td>2</td>
<td>8/31/17</td>
<td>Same as week 1</td>
<td>Adaptive quizzing #1 due NLT midnight 8/31/2017</td>
<td><em>Adaptive quizzing</em> as assigned. <em>Complete worksheet and chapter 6 post-test 1 (answers are in back of book but don’t look until done).</em></td>
</tr>
<tr>
<td>3</td>
<td>9/7/17</td>
<td>• Examine the basic pathophysiology of selected conditions for which pharmacotherapeutic therapy is commonly used: Inflammation, fever &amp; pain (SLO 1) &lt;br&gt;• Examine client-related and drug-related factors that influence drug effects: inflammation, fever and pain. (SLO1) &lt;br&gt;• Examine characteristics of opioid analgesics, anti-inflammatories and antipyretics in terms of mechanism of</td>
<td>Unit 2: Drugs for Inflammation, Fever and Pain</td>
<td>Readings: &lt;br&gt;• Chapter 10 &lt;br&gt;• Chapter 44</td>
</tr>
<tr>
<td>Unit</td>
<td>Date</td>
<td>Notes</td>
<td>Readings</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
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</tr>
</tbody>
</table>
| 4    | 9/14/17 | - Examine the basic pathophysiology of selected conditions for which pharmacotherapeutic therapy is commonly used: Bacterial, fungal, viral and tubercular infections (SLO1)  
- Examine basic characteristics of anti-infective drugs in terms of mechanism of action, indications for use, and major adverse effects (SLO5)  
- Examine client-related and drug-related factors that influence anti-infective drug effects. (SLO5)  
- Relate the nursing process to the pharmacological concepts for infection management (SLO3)  
- Unit 3 Drugs for infection  
- Chapter 38  
- Chapter 39  
- Chapter 40  
- Chapter 41  
- Chapter 42  
- Adaptive quizzing Assignment #2 due NLT midnight 9/15/2017 |                                                                                              |
| 5    | 9/21/17 | - Examine the basic pathophysiology of selected conditions for which pharmacotherapeutic therapy is commonly used: Neurological System (SLO1)  
- Examine basic characteristics of selected neurological altering drugs in terms of mechanism of action, indications for use, and major adverse effects (SLO5)  
- Examine client-related and drug-related factors that influence neurological drug effects. (SLO5)  
- Relate the nursing process to the pharmacological concepts for neurological system management (SLO3)  
- Exam 1  
- Unit 5 Drugs that Affect the nervous system  
- Chapter 12  
- Chapter 13  
- Chapter 14  
- Chapter 15  
- Chapter 16  
- Chapter 17  
- Chapter 11  
- Chapter 12 |                                                                                              |
| 6    | 9/28/17 | - Unit 5 continued                                                                                                           |                                                                                              |
| 7    | 10/5/17 | - Unit 5 continued                                                                                                           |                                                                                              |
| 8    | 10/12/17| - Examine the basic pathophysiology of selected conditions for which pharmacotherapeutic therapy is commonly used: Chemotherapeutic Drugs and (SLO1)  
- UNIT 6 Chemotherapeutic Drugs and                                                                 | Readings                                                                                      |
|      |         | - Readings                                                                                                                  | - Chapter 45  
- Chapter 46                                                                                   |
| 8 | 10/19/17 | - Examine the basic pathophysiology of selected conditions for which pharmacotherapeutic therapy is commonly used: Cardiovascular System and renal (SLO1)  
- Examine basic characteristics of statins, diuretics, calcium channel blockers, ACE inhibitors, adrenergic antagonists-beta blockers, cardiac glycosides, nitrates, vasodilators, antidysrhythmics, diuretics, thrombolytics, antiplatelet and anticoagulant drugs in terms of mechanism of action, indications for use, and major adverse effects (SLO5)  
- Examine client-related and drug-related factors that influence selected cardiovascular drug effects. (SLO5)  
- Relate the nursing process to the pharmacological concepts for cardiovascular system management (SLO3) | - Exam 2 (units 5-6)  
- Unit 7 Drugs that affect the Cardiovascular system | Readings:  
- Chapter 22  
- Chapter 23  
- Chapter 24  
- Chapter 25  
- Chapter 26  
- Chapter 27  
- Chapter 28 |
| --- | --- | --- | --- |
| 9 | 10/26/17 | - Examine the basic pathophysiology of selected conditions for which pharmacotherapeutic therapy is commonly used: Respiratory System (SLO1) | - Unit 8 Drugs that affect the respiratory system | Readings:  
- Chapter 36-  
- Chapter 37- |
| 11/2/17 | Examine basic characteristics of antihistamines, corticosteroids, decongestives, antitussives, expectorants and bronchodilator drugs in terms of mechanism of action, indications for use, and major adverse effects (SLO1)  
Examine client-related and drug-related factors that influence selected respiratory drug effects. (SLO3)  
Relate the nursing process to the pharmacological concepts for respiratory system management (SLO3)  
Exam 3  
Unit 9  
Drugs that affect the Reproductive and GU system  
Readings  
- Chapter 34  
- Chapter 35  
| Adaptive quizzing #4 Due NLT midnight 10/31/17 |
| 11/9/17 | Examine the basic pathophysiology of selected conditions for which pharmacotherapeutic therapy is commonly used: Reproductive and genitourinary Systems (SLO1)  
Examine basic characteristics of contraceptives, hormone therapy, uterine and infertility agents, androgens, erectile and benign prostate hyperplasia agents and incontinence drugs in terms of mechanism of action, indications for use, and major adverse effects (SLO3,4,5)  
Examine client-related and drug-related factors that influence selected reproductive and genitourinary drug effects (SLO5)  
Relate the nursing process to the pharmacological concepts for reproductive and genitourinary systems management (SLO5)  
Unit 10  
Drugs that affect the GI system  
Readings  
- Chapter 50  
- Chapter 51  
- Chapter 52  
- Chapter 54  
Adaptive quizzing #5 due NLT 11/10/17 |
- Examine client-related and drug-related factors that influence selected gastrointestinal drug effects. (SLO1)
- Relate the nursing process to the pharmacological concepts for gastrointestinal system management (SLO5)

13 11/16/17

- Examine the basic pathophysiology of selected conditions for which pharmacotherapeutic therapy is commonly used: Endocrine System (SLO3,4,5)
- Examine basic characteristics of drugs that alter the pituitary, thyroid, adrenal and pancreatic glands in terms of mechanism of action, indications for use, and major adverse effects (SLO3,4,5)
- Examine client-related and drug-related factors that influence selected endocrine drug effects. Relate the nursing process to the pharmacological concepts for endocrine system management (SLO5)

Exam 4 (Unit 9-10)
- Unit 11
  Drugs that affect the endocrine system

Readings
- Chapter 30
- Chapter 31
- Chapter 32
- Chapter 33
  - Adaptive quizzing #6 due NLT 11/18/2017

14 11/30/17

- Unit 11
  Continued
  Papers due

KAPLAN Practice exam A Due NLT 12/7/2017

15 12/7/17

- Class presentatio

ons

Final

s 12/14/17

- Exam 5

Unit 11
### Rubric for Group Presentation

<table>
<thead>
<tr>
<th>Field Trip Presentation</th>
<th>Poor 10pts</th>
<th>Fair 15 pts</th>
<th>Good 20 pts</th>
<th>Excellent 25 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content of Poster/Presentation</strong></td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>Substantially lacks relevant information and contains factual inaccuracies and/or misleading information</td>
<td>Includes most basic relevant information and exhibits factual accuracy but some basic relevant information is missing.</td>
<td>Includes basic relevant information and exhibits factual accuracy. Includes explanation of impact on society</td>
<td>All basic relevant information is included, as well as some additional interesting aspects. Exhibits factual accuracy and places the subject within its historical context. Includes explanation of impact on society</td>
<td></td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>Presents information about the topic in an unorganized and uninteresting manner, with writing that is often not easy to read. Shows a lack of thought and planning</td>
<td>Presents information about the topic in a somewhat organized and interesting manner, with writing that is not always easy to read. Shows some thought and planning</td>
<td>Presents information about the topic in an organized and interesting manner, with writing that is fairly easy to read, evidencing thought and planning</td>
<td>Presents information about the topic in a well-organized, interesting, and stimulating manner, with writing that is easy to read, evidencing careful thought and planning.</td>
<td></td>
</tr>
<tr>
<td><strong>Group Presentation</strong></td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Excellent</td>
</tr>
<tr>
<td>Presentation is not interesting and suggests a lack of preparation in both design and rehearsal.</td>
<td>Information is presented in a somewhat interesting manner. The presentation fits within the time</td>
<td>Information is presented in an interesting manner, demonstrating understanding. The presentation</td>
<td>Information is presented clearly, and in an interesting and exciting manner, demonstrating understanding.</td>
<td></td>
</tr>
<tr>
<td>Contributions among the group's members are very poorly divided. Presentation has a poor pace and fails to fit within the time range.</td>
<td>All members of the group participate although there is some uneven participation.</td>
<td>The presentation has a good pace and fits within the time range. All members of the group participate in a meaningful way.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Rubric for Field trip paper

<table>
<thead>
<tr>
<th>Grading Rubric Nursing Paper</th>
<th>Poor 0 pts</th>
<th>Fair 80 pts</th>
<th>Good 100 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content &amp; Discussion.. 50 %</strong></td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
</tr>
<tr>
<td>Content is incomplete. Major required topics are lacking or not all included or poorly discussed</td>
<td>Content is accurate. Content is mostly complete</td>
<td>Purpose of the writing is clear. All major 5 stages of sleep are stated clearly and are well supported.</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar, Punctuation .. &amp; Spelling 15 %</strong></td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
</tr>
<tr>
<td>Paper contains 5 or more grammatical, punctuation or spelling errors.</td>
<td>Paper contains 3-4 grammatical, punctuation or spelling errors</td>
<td>Paper contains less than 1-2 errors in grammar, punctuation or spelling</td>
<td></td>
</tr>
<tr>
<td><strong>APA Format. 5 %</strong></td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
</tr>
<tr>
<td>Paper do not use appropriate margins, font, references, etc. all in complete compliance with current APA writing guidelines</td>
<td>Paper uses some appropriate margins, font, references, etc. all in complete compliance with current APA writing guidelines.</td>
<td>Paper uses appropriate margins, font, references, etc. all in complete compliance with current APA writing guidelines.</td>
<td></td>
</tr>
<tr>
<td><strong>Resources 5 %</strong></td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
</tr>
<tr>
<td>Student provides references from at least 1 peer reviewed and/or evidence based practice source.</td>
<td>Student provides references from at least 2 peer reviewed and/or evidence based practice sources.</td>
<td>Student provides references from at least 3 peer reviewed and/or evidence based practice sources.</td>
<td></td>
</tr>
</tbody>
</table>