



LAMAR INSTITUTE OF TECHNOLOGY

Pharmacology (RNSG 1210)

CREDIT

2 Semester Credit Hours (1 hours lecture, 3 hours lab) 64 contact hours

MODE OF INSTRUCTION

Face to Face (web assisted)

PREREQUISITE/CO-REQUISITE:

Prerequisite: Completion of first semester courses (RNSG 1125, 1128, 1330, 1160, 1216)

Co-Requisite requirements: RNSG 1126, RNSG 1433, RNSG 2261

COURSE DESCRIPTION

Introduction to the science of pharmacology with emphasis on the actions, interactions, adverse effects, and nursing implications of drug classifications. Content includes the roles and responsibilities of the nurse in safe administration of medications within a legal/ethical framework. This course lends itself to either a blocked or integrated approach.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

Upon completion of this course, the student will be able to		End of Program Student Learning Outcome (EOP SLO)	Differentiated Essential Competency (DEC)
1.	Discuss the role of the professional nurse within the nurse's legal scope of practice and facility policy for the administration of medication.	1	I.A: Practice within legal scope, regulations, and institutional policy. III.A: Apply the Texas NPA, BON Rules, and safety standards. III.B: Promote quality and a safe environment.
2.	Describe evidence-based clinical reasoning and judgments for medication administration and optimal patient outcomes.	2	II.A: Use clinical reasoning and evidence-based outcomes for decisions. II.C: Analyze data and develop evidence-based plans. II.F: Evaluate

			patient responses/outcomes. III.B–C: Promote safety and use evidence to reduce patient risk.
3.	Identify evidence-based practice outcomes as a basis for medication administration decision-making for diverse patients and groups across the lifespan.	3	II.A; II.C; II.F Use evidence-based practice and clinical reasoning to make decisions, plan care, and evaluate patient outcomes.
4.	Interpret compassionate, theory-based, individualized, culturally sensitive and patient-centered care including therapeutic communication for diverse patients across the lifespan requiring medication administration.	4	II.B; II.D; II.E; II.G Assess individual patient needs/preferences; provide compassionate, culturally sensitive, patient-centered care; implement care appropriately; and provide patient/family teaching.
5.	Recognize patient goals, assignments, delegation tasks, and mandatory reporting based on knowledge of the Texas Nursing Practice Act and best safety practices which reduce risk as related to medication administration.	5	III.A; III.B; III.C; III.E; III.F Patient Safety Advocate: NPA/BON rules, safety and risk reduction, mandatory reporting, assignments and delegation.
6.	Explain teamwork and collaboration strategies in the role of healthcare advocate for diverse patients and groups across the lifespan requiring medication administration.	6	IV.A; IV.B Coordinate, collaborate, and communicate with the interdisciplinary team and serve as a health-care advocate.
7.	Discuss interprofessional care and teamwork strategies including professional communication during global health emergencies, pandemics, and other situations to promote health, patient safety, equity, and inclusion for medication administration.	7	IV.A; IV.G; III.B Interprofessional communication/collaboration, participation during health emergencies or pandemics, and promotion of patient safety.
8.	Interpret medication administration goals and strategies for diverse patients/families across the lifespan and in various settings, for health promotion, disease prevention, rehabilitation, health maintenance, and the restoration of health.	8	II.D; II.E; II.F; II.G; IV.C Provide and evaluate patient-centered care; health promotion/disease prevention; patient teaching; and referral to resources supporting continuity of care.

9.	*Identify the roles and responsibilities of the professional-nurse in administering pharmacological agents; and explain the safe utilization of medications.	1,2,3,4,5,6,7,8	I.A; I.B; II.A; II.D; II.E; II.F; II.G; III.A; III.B; III.C; IV.A; IV.B Integrates the four DEC roles as they relate to the professional RN's responsibilities and the safe administration and utilization of pharmacologic agents.
----	--	-----------------	--

*Note: * indicates WECM End-of-Course Outcome.*

INSTRUCTOR CONTACT INFORMATION

Instructor: Kelly Hansen MSN, RN
Email: khansen1@lit.edu
Office Phone: (409) 247-4861
Office Location: WAHTC 333
Office Hours: Tuesdays 11:00-12:00 p.m.; 1:45-4:15 p.m;
Wednesdays 11:00-12:00 p.m.; 1:45-4:15 p.m
Thursdays 9:00 am to 12:00 p.m.; and by appointment

Instructor: Brooke Manuel MSN, APRN, FNP-C
Email: bmanuel2@lit.edu
Office Phone: (409) 247-4862
Office Location: WAHTC 334
Office Hours: Tuesdays 11:00-12:00 p.m.; 1:45-4:15 p.m;
Wednesdays 11:00-12:00 p.m.; 1:45-4:15 p.m
Fridays 9:00- 12:00 p.m.

REQUIRED TEXTBOOKS AND MATERIALS

ATI book bundle resources

Giddens, J.F. (2025). *Concepts for Nursing Practice* (4th ed.). Elsevier Health Sciences (US).

Gulnick, M. & Myers, J. (2022). *Nursing Care Plans* (10th ed.). Elsevier Health Sciences (US).

Lilley, L., Collins, S. R. & Snyder, J. (2023) *Pharmacology and the Nursing Process* (10th ed.). Elsevier Health Sciences (US).

Mosby (2022). *Mosby's Medical Dictionary* (11th ed.). Elsevier Health Sciences (US).

Pagana, K.D. & Pagana, T.J. (2022). *Mosby's Manual of Diagnostic and Laboratory Tests* (7th ed.). Elsevier Health Sciences (US).

Rogers, J. (2023). *McCance & Huether's Pathophysiology* (9th ed.). Elsevier Health Sciences (US).

Sherpath for Lilley, L., Collins, S. R. & Snyder, J. (2023) *Pharmacology and the Nursing Process* (10th ed.). Elsevier Health Sciences (US).

Sherpath for Rogers, J. (2023). *McCance & Huether's Pathophysiology* (9th ed.). Elsevier Health Sciences (US).

Sherpath for Yoost, B.L. & Crawford, L.R. (2020). *Fundamentals of Nursing: Active Learning for Collaborative Practice*. Elsevier.

Texas Board of Nursing (2021). Texas Board of Nursing: Nursing Practice Act. Retrieved from https://www.bon.texas.gov/pdfs/law_rules/pdfs/nursing_practice_act_pdfs/NPA2021.pdf

Yoost, B.L. & Crawford, L.R. (2020). *Fundamentals of Nursing: Active Learning for Collaborative Practice*. Elsevier. (Sherpath)

COURSE CALENDAR

DATE	TOPIC	LEARNING ACTIVITIES	End of Program Student Learning Outcome
Module 1: August 25th & 26th	Foundations of Pharmacology & Medication Safety -Define common pharmacologic terms. -Describe the components of pharmacokinetics and pharmacodynamics. -Describe variations of pharmacokinetics and pharmacodynamics across the lifespan. -Explain undesired effects of medications and their impact on the patient. -Describe the seven rights of medication administration. -Describe the role of culture and genetics on the individual's response to drugs -Apply nursing assessment and monitoring principles to recognize therapeutic effects and medication toxicity	Reading/Homework Assignment: Lilley: Chapter 2-4 Post lecture quiz Due 8/28 1159 Class Activities: Introduction to course Review syllabus Group learning activity Evaluation Method: Post lecture Quiz Exam I Final Exam	1. Explain pharmacokinetic and pharmacodynamic principles that influence safe medication administration. (EOPSLO 2, 8) 2. Apply the nursing process and medication rights to assess patients before medication administration and monitor therapeutic response. (EOPSLO 1, 2, 5) 3. Identify high-alert risks and use current authoritative medication resources to verify safe administration. (EOPSLO 2, 3, 5)

DATE	TOPIC	LEARNING ACTIVITIES	End of Program Student Learning Outcome
Module 2 September 1-2nd	Autonomic Nervous System Drugs -Understand the characteristics of selected drugs that affect the Autonomic Nervous System. -Describe the role of the nurse related to administration of selected drugs that affect the Autonomic Nervous System.	Reading/Homework Assignment: Lilley: Ch. 18-21 Pre-lecture Quiz Due 8/31 1159 Class Activities: Medication Portfolio Due 9/21 1159 Group learning activity Selected classes/drugs: Adrenergic Adrenergic Blockers -alpha blockers -beta blockers Cholinergic Anticholinergics Evaluation Method: Pre-lecture quiz Exam I Final Exam	1. Differentiate cholinergic, anticholinergic, adrenergic, and adrenergic-blocking drug effects using prototype medications. (EOPSLO 2, 8) 2. Apply BP, HR, and focused assessment findings to determine safe administration of autonomic medications. (EOPSLO 2, 5) 3. Use evidence-based medication resources to verify indications, adverse effects, and priority teaching for unfamiliar autonomic medications. (EOPSLO 3, 4)
Module 3 September 8 th , September 9th	Endocrine Drugs -Understand the characteristics of selected drugs used for the treatment of diabetes. -Describe the role of the nurse related to administration of selected anti-diabetic drugs. -NCLEX focus: glucose trends, hypoglycemia treatment, sick-day/teaching priorities	Reading/Homework Assignment: Lilley Ch. 30-35 Post lecture quiz Due 9/11 1159 Class Activities: Medication Portfolio Due 9/21 1159 Group learning activity Selected classes/drugs: Pituitary drugs Thyroid drugs Insulins (All) Oral hypoglycemic - Sulfonylureas -Biguanides -Alpha-Glucosidase Inhibitors -Thiazolidinediones Evaluation method: Post-lecture quiz Exam I Final Exam	1. Compare insulin, non-insulin diabetes, thyroid, antithyroid, and corticosteroid therapies by action and major safety concerns. (EOPSLO 2, 8) 2. Analyze glucose trends, endocrine assessment findings, and medication timing to select safe nursing actions. (EOPSLO 2, 3, 5) 3. Develop patient-centered teaching for endocrine medications, including hypoglycemia management and corticosteroid precautions. (EOPSLO 4, 8)

DATE	TOPIC	LEARNING ACTIVITIES	End of Program Student Learning Outcome
Module 4 September 15 th & 16 th	GI & Nutrition-Related Drugs -Understand the characteristics of selected drugs used for the treatment of GI disorders. -Describe the role of the nurse related to administration of selected GI drugs.	Reading/Homework Assignment: Lilley Ch. 50-52; Pre lecture quiz Due 9/14 1159 Class Activities: Medication Portfolio Due 9/21 1159 Group learning activity Selected classes/drugs: Antacids H2 receptor antagonists Proton pump inhibitors Acid controlling drugs Antidiarrheals -absorbents -anticholinergics -opiates Laxatives -bulk-forming -emollient -hyperosmotic -saline -stimulant Antiemetic drugs -anticholinergic -antihistamine -antidopaminergic -neurokinin blockers -prokinetic -serotonin blockers -tetrahydrocannabinoids Evaluation method: Pre-lecture quiz Exam I Final Exam	1. Compare major gastrointestinal medication classes and connect drug actions with therapeutic outcomes and adverse effects. (EOPSLO 2, 8) 2. Analyze bowel assessment, hydration status, medication timing, and interaction risks to guide safe administration. (EOPSLO 2, 3, 5) 3. Evaluate patient teaching and enteral-medication practices for safety and effectiveness. (EOPSLO 4, 5, 8)
September 22 nd	EXAM I		
September 23 rd	Review Exam NCLEX tips; Simulated Medication Administration		

DATE	TOPIC	LEARNING ACTIVITIES	End of Program Student Learning Outcome
Module 5 September 29-30th	Fluid, Electrolyte & Renal Drugs -Understand the characteristics of selected drugs used for the treatment of nutritional deficiencies and electrolyte imbalances. -Describe the role of the nurse related to administration of selected vitamins, minerals, and electrolytes. -Describe the role of the nurse related to administration of parenteral and enteral nutrition. -Understand the characteristics of selected intravenous fluids. -Describe the role of the nurse related to administration of intravenous fluids.	Reading/Homework Assignment: Lilley Ch. 28: Ch. 29: Ch. 53 Post lecture quiz Due 10/2 1159 Class Activities: Medication Portfolio Due 10/26 @1159 Group Learning activity Selected classes/drugs: Osmotic diuretics Loop diuretics Thiazide diuretics Potassium-sparing diuretics Crystalloids Colloids Blood products Potassium Chloride Sodium polystyrene sulfonate Sodium/conivaptan Magnesium Evaluation Method: Post lecture Quiz Exam II Final Exam	1. Compare loop, thiazide, and potassium-sparing diuretics and relate their actions to fluid and electrolyte balance. (EOPSLO 2, 8) 2. Analyze I&O, daily weight, BP, electrolytes, and renal function to identify medication-related complications. (EOPSLO 2, 3, 5) 3. Prioritize nursing actions for electrolyte abnormalities, dehydration, volume overload, and IV electrolyte replacement. (EOPSLO 2, 5)

DATE	TOPIC	LEARNING ACTIVITIES	End of Program Student Learning Outcome
Module 6 October 6 th October 7 th	Cardiovascular Drugs -Understand the characteristics of selected drugs used for the treatment of hypertension. -Describe the role of the nurse related to administration of selected antihypertensive drugs. -Understand the characteristics of selected drugs used for the treatment of hyperlipidemia. -Describe the role of the nurse related to the administration of antilipidemic medications. -Understand the characteristics of selected diuretic drugs. -Describe the role of the nurse related to administration of selected diuretic drugs Antidysrhythmic: major safety concepts -BP, HR, K+, renal function, orthostasis -NCLEX focus: what to assess/hold/monitor and priority adverse effects	Reading/Homework Assignment: Lilley Chs. 22-25 Post lecture quiz Due 10/9 @1159 Class Activities: Medication Portfolio Due 10/26 @1159 Group Learning activity- Patient education group assignment Due 10/7 1159 Selected classes/drugs: Adrenergic Angiotensin-converting enzyme inhibitors Angiotensin II receptor blockers Diuretics Vasodilators Nitrates Beta blockers Calcium channel blockers Antianginal Phosphodiesterase inhibitors Antidysrhythmic Evaluation Method: Post lecture Quiz Exam II Final Exam	1. Compare major antihypertensive, antianginal, heart-failure, and antidysrhythmic therapies by action and priority risks. (EOPSLO 2, 8) 2. Analyze BP, HR, orthostatic findings, potassium, and renal function to determine whether cardiovascular medications should be administered or questioned. (EOPSLO 2, 3, 5) 3. Prioritize nursing interventions for cardiovascular adverse effects and clinically significant medication interactions. (EOPSLO 2, 5, 7)

DATE	TOPIC	LEARNING ACTIVITIES	End of Program Student Learning Outcome
Module 7 October 13-14th	Respiratory & Allergy Drugs -Understand the characteristics of selected drugs used for the treatment of common respiratory disorders. -Describe the role of the nurse related to administration of selected respiratory drugs.	Reading/Homework Assignment: Lilley: Ch. 36-37 Pre lecture quiz Due 10/12 @1159 Class Activities: Medication Portfolio Due 10/26 @1159 Group Learning activity Selected classes/drugs: Antihistamines Antitussives Beta-adrenergic agonists (SABA/LABA) Anticholinergics Xanthine derivatives Leukotriene receptor antagonists Corticosteroids Evaluation Method: Pre lecture Quiz Exam II Final Exam	1. Compare bronchodilators, inhaled corticosteroids, antihistamines, and other common respiratory therapies. (EOPSLO 2, 8) 2. Analyze respiratory assessment findings and inhaler technique to determine medication effectiveness and safety. (EOPSLO 2, 3, 5) 3. Evaluate patient teaching related to rescue versus maintenance therapy and prevention of medication complications. (EOPSLO 4, 8)

DATE	TOPIC	LEARNING ACTIVITIES	End of Program Student Learning Outcome
Module 8 October 20-21st	Anti-Infective Drugs -Antibiotic principles: cultures before first dose when possible, complete therapy -Understand the characteristics of selected antibiotics used for the treatment of various infectious diseases. -Describe the role of the nurse related to administration of selected antibiotics. -Understand the characteristics of selected anti-infective agents used for the treatment of various infectious diseases. -Describe the role of the nurse related to administration of selected antibiotics.	Reading/Homework Assignment: Lilley: Ch. 38-43 Pre lecture quiz Due 10/19 @1159 Class Activities: Medication Portfolio Due 10/26 @1159 Group Learning activity Selected classes/drugs: Penicillins Cephalosporins Macrolides Clindamycin Glycopeptides Tetracyclines Aminoglycosides Quinolones Sulfonamides Metronidazole Nitrofurantoin synthetic nucleoside analogues Antivirals Antimycobacterial Azole (antifungals) Antimalarials Anthelmintics antiprotozoal Evaluation Method: Pre lecture Quiz Exam II Final Exam	1. Differentiate major antibacterial, antiviral, antifungal, and antitubercular therapies by class and prototype. (EOPSLO 2, 8) 2. Analyze cultures, renal/hepatic function, allergy history, and clinical response to guide anti-infective therapy. (EOPSLO 2, 3, 5) 3. Prioritize nursing actions for anaphylaxis, nephrotoxicity, ototoxicity, superinfection, and antimicrobial-resistance concerns. (EOPSLO 2, 5, 7)
Module 8 October 27 th	EXAM II		
October 28th	Exam II review; NCLEX tips; Simulated Medication Administration		

DATE	TOPIC	LEARNING ACTIVITIES	End of Program Student Learning Outcome
Module 9 November 3 rd November 4 th	Coagulation, Lipid & Hematologic Drugs -Understand the characteristics of selected drugs used for the treatment -of coagulation disorders. -Describe the role of the nurse related to administration of selected anticoagulation drugs. -Understand the characteristics of selected drugs used to enhance immunity. -Describe the role of the nurse related to administration of selected drugs used to enhance immunity.	Reading/Homework Assignment: Lilley: Ch. 26-27 Pre lecture quiz Due 11/2 @1159 Class Activities: Medication Portfolio Due 11/23 @1159 Group Learning activity Selected classes/drugs: Anticoagulants Antiplatelets Thrombolytics Antifibrinolytics HMG-CoA reductase inhibitors Bile acid sequestrants Fibrin acid derivatives Cholesterol Absorption Inhibitor Pcsk-9 inhibitors Evaluation Method: Pre lecture Quiz Exam III Final Exam	1. Differentiate anticoagulants, antiplatelets, thrombolytics, and lipid-lowering therapies and their major safety concerns. (EOPSLO 2, 8) 2. Analyze PT/INR, aPTT, platelets, Hgb/Hct, and bleeding cues to make safe medication decisions. (EOPSLO 2, 3, 5) 3. Prioritize bleeding precautions, reversal strategies, and patient teaching for anticoagulant and lipid-lowering therapy. (EOPSLO 2, 4, 5)

DATE	TOPIC	LEARNING ACTIVITIES	End of Program Student Learning Outcome
Module 10 November 10-11th	Neurologic & Psychiatric Drugs -Understand the characteristics of selected drugs used for the treatment of seizures. -Describe the role of the nurse related to administration of selected medications for seizures. -Understand the characteristics of selected drugs used for the treatment of neurodegenerative diseases. -Describe the role of the nurse related to administration of selected medications for Parkinson's disease, and Alzheimer's disease. -Understand the characteristics of selected drugs used for the treatment of anxiety and insomnia. -Describe the role of the nurse related to administration of selected medications for anxiety and insomnia. -NCLEX focus: suicide precautions, serotonin syndrome, NMS, toxicity	Reading/Homework Assignment: Lilley Ch. 12-16 Post-lecture quiz Due 11/13 @1159 Class Activities: Medication Portfolio Due 11/23 @1159 Group Learning activity Selected classes/drugs: CNS stimulants Serotonin receptor agonist Barbiturates Benzodiazepines GABA-Related Drugs Hydantoins Phenytoin-Like Drugs Succinimide Anticholinergics Dopaminergic Dopamine agonists MAO-B inhibitors COMT inhibitors Acetylcholinesterase Evaluation Method: Post lecture Quiz Exam III Final Exam	1. Compare major neurologic and psychiatric medication classes and prototype drugs. (EOPSLO 2, 8) 2. Analyze patient presentation, medication history, laboratory data, and adverse-effect patterns to recognize serotonin syndrome, NMS, EPS, and lithium toxicity. (EOPSLO 2, 3, 5) 3. Prioritize safety interventions and patient-centered teaching for suicide risk, CNS depression, seizure therapy, and psychotropic medications. (EOPSLO 2, 4, 5, 7)

DATE	TOPIC	LEARNING ACTIVITIES	End of Program Student Learning Outcome
Module 11 November 17-18th	Pain, Inflammation & Musculoskeletal Drugs -Understand the characteristics of selected drugs used for the treatment of pain. -Describe the role of the nurse related to administration of selected pain and anti-inflammatory drugs. -Understand the characteristics of selected drugs used for the treatment of selected immune disorders. .	Reading/Homework Assignment: Lilley Ch. 10-11, Ch 44 Pre lecture quiz Due 11/16 @1159 Class Activities: Medication Portfolio Due 11/23 @1159 Group Learning activity Selected classes/drugs: Opioid drugs Opioid agonists Opioid agonists-antagonists Opioid antagonists Nonopioid/Misc analgesics General anesthetics Drugs for moderate sedation Local anesthetics Neuromuscular Blocking Drugs Muscle relaxants (ch 12) NSAIDS Cyclooxygenase-2 Inhibitors Anti-gout drugs Evaluation Method: Pre lecture Quiz Exam III Final Exam	1. Compare nonopioid analgesics, opioids, and selected anti-inflammatory/musculoskeletal therapies. (EOPSLO 2, 8) 2. Analyze pain, respiratory rate, sedation, renal/hepatic function, and GI risk to guide safe analgesic administration. (EOPSLO 2, 3, 5) 3. Evaluate therapeutic response and prioritize interventions for opioid respiratory depression and analgesic toxicity. (EOPSLO 2, 5)
November 24 th	EXAM III		
November 25th	Exam III review; NCLEX tips; Simulated Medication Administration		
December 1st	ATI Pharmacology Standardized Exam	Remediation due	

DATE	TOPIC	LEARNING ACTIVITIES	End of Program Student Learning Outcome
Module 12 December 2nd	High-Yield Special Topics & Medication Emergencies -Immunizations and vaccine safety -Substance-use pharmacology and withdrawal concepts -Common antidotes/reversal agents -High-alert medications: insulin, anticoagulants, opioids, concentrated electrolytes -Pregnancy/pediatric/older-adult considerations -NCLEX focus: recognize adverse drug events and take the FIRST/priority action	Reading/Homework Assignment: Lilley Ch. 7 & Ch. 17 Post lecture quiz Due 12/4 @1159 Class Activities: Group Learning activity Selected classes/drugs: Naloxone Methadone Clonidine Flumazenil Disulfiram Varenicline Evaluation Method: Post lecture Quiz Final Exam	1. Integrate pharmacology principles across high-alert medications, immunizations, substance-use therapy, and lifespan considerations. (EOPSLO 2, 8) 2. Evaluate complex medication scenarios to recognize adverse drug events and select the first/priority nursing action. (EOPSLO 2, 3, 5) 3. Synthesize evidence from authoritative medication resources, patient data, and interprofessional communication to support safe medication decisions. (EOPSLO 3, 6, 7)
December 9th	FINAL EXAM		

TEACHING STRATEGIES

Concept-Based Teaching

Concept Mapping

Case Studies and Clinical Judgment Application

Group Active Learning and Reflective Activities

Simulation and Skills-Based Learning

Faculty-Guided Discussion

Peer Teaching

Multimedia and Technology

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Evaluation Method	Course Grade %
1. Group learning and reflective activities	5%
2. Medication Portfolios	10%
3. Pre/Post-Lecture Quizzes	5%
4. *Exam I	10%
5. *Exam II	15%
6. *Exam III	20%
7. ATI Standardized Pharmacology exam	10%
8. *Final Exam	25%
TOTAL	100%

***Note:** *Students must have a 75% average on exams for the additional assignments to be counted in the final course grade. If 75% on all exams is not achieved by the end of the course, the student will earn the grade from all averaged exams (Standardized Exams are not included in the 75% exam rule calculation).*

GRADE SCALE

- 90-100 A
- 80-89 B
- 75-79 C *Required for progression in nursing program.
- 60-69 D
- 0-59 F

FINAL GRADE ROUNDING POLICY

Final course grades are rounded only at the conclusion of the course after all grades have been calculated. Grades ending in 0.5 or higher will be rounded to the next whole number (e.g., 74.5 rounds to 75; 89.5 rounds to 90). Grades are not rounded on individual exams, assignments, quizzes, or interim grade calculations. Faculty do not add extra points, curve grades, or individually adjust grades outside of the published grading policy.

STANDARDIZED TESTING POLICY

Students are required to complete all assigned standardized assessments associated with this course. Standardized testing is intended to support NCLEX-RN preparation, evaluate readiness for professional practice, and identify areas requiring remediation based on student scores in comparison with national program scores.

Standardized exams will not account for more than 10% of the course grade in accordance with best practices for standardized testing and Texas Board of Nursing regulations. Standardized exam scores will be calculated in the course grade if all requirements are submitted by the due date. Remediation for standardized exams is required.

ATTENDANCE POLICY

Students are expected to attend all classroom, laboratory, and clinical experiences. Therefore, absences should not be scheduled. If a student experiences an unplanned absence (illness or emergency), the student must contact the course faculty member by email or the administrative associate for the nursing program prior to the scheduled class, laboratory, or clinical time and provide documentation of the absence. Failure to notify faculty and/or provide adequate documentation of the absence may result in an unexcused absence and initiation of the disciplinary process.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified date as listed in the College Calendar on the [Student Success](#) web page. If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

TECHNICAL REQUIREMENTS

For the latest technical requirements, including hardware, compatible browsers, operating systems, etc., review the Minimum Computer and Equipment Requirements on the [LIT Online Experience](#) page. A functional broadband internet connection, such as DSL, cable, or Wi-Fi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles’ Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

ARTIFICIAL INTELLIGENCE STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses.

AI IN NURSING COURSES

Students are expected to follow course assignment instructions and grading rubrics. Unless otherwise indicated in the assignment instructions, information obtained through AI resources should not be submitted as a student's original work. Unless specifically granted by individual faculty members, students do not have permission to upload faculty intellectual property (PowerPoint Presentations, lecture notes, assignments, course materials, voice or lecture recordings) to any AI platform. Students demonstrating these behaviors or other inappropriate use of AI may be subject to disciplinary processes.

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ACADEMIC DISHONESTY

Students enrolled in the nursing program at LIT must maintain academic and behavioral expectations consistent with the profession of nursing and in accordance with the nursing program Student Handbook. Standards of *nursing practice include (but are not limited to) behaviors indicating honesty, accountability, trustworthiness, reliability, and integrity*. The inability of a student to consistently conform his/her/their conduct to requirements of the Nursing Practice Act and BON rules and regulations through a single incident or pattern of personal, academic, or other unacceptable behaviors will result in the disciplinary process. The disciplinary process may include verbal counseling, written counseling, and or dismissal from the nursing program.

LATE ASSIGNMENTS

Late assignments are generally not accepted in this course. Group NP and CJ application exercises are due at the end of the class period. Students who are absent and document excused extenuating circumstances (I.e. severe illness or natural disaster) must notify the faculty member of the circumstance prior to class and work collaboratively with faculty prior to the due date on the assignment to develop a plan for submitting the assignment. This collaboration should occur prior to the weekend or school holiday. Assignments will not be accepted late without prior

arrangements. Students must be present to earn Audience Response Question grades, and all exams are taken in person. Students who are sick on exam day must notify faculty by email prior to the exam start time. Valid documentation must be provided to the faculty member in order for arrangements to be made for retaking the exam or an alternate solution as determined by the Nursing Program Director.

PERMISSION TO RECORD LECTURES

Students are not allowed to record (audio or video) lectures or class discussions without the expressed permission of the faculty member. This includes pictures of presentations.

CIVILITY

Learning can be an intimidating experience for some students. It is imperative that students in the AASN program are respectful and civil to student colleagues as well as faculty in order to facilitate a safe and effective learning environment. It is imperative for students to realize that all students do not process information in the same manner or learn information in the same way. The AASN program Faculty respects the varied backgrounds, experiences, and learning styles of our students. Civility is maintained when there is order, respect for the teaching and learning process, empathy, and consideration for others. Students are expected to demonstrate civility in the classroom, online environment, and in all face-to-face as well as electronic communications. Demonstrations of uncivil behavior are unacceptable, do not demonstrate attributes of a professional nurse, and may result in initiation of the disciplinary process including but not limited to the student being excused from the experience, course, and potentially the nursing program.

DRESS CODE

Student appearance is expected to be professional in nature during all class, lab, and clinical experiences.

- Dress for classroom experiences should be comfortable and appropriate for the experience.
- Students should be considerate of others and avoid potentially offensive graphics, expressions, clothing that is tight or revealing, maintain good hygiene, and avoid using strong scents (cologne/perfume and strong-smelling soap/lotion).
- Students not adhering to these standards may be dismissed resulting in an unexcused absence, zero on any daily assignment, and initiation of the disciplinary process.

ADDITIONAL COURSE POLICIES/INFORMATION

COURSE GRADING AND ASSIGNMENTS

Class attendance and satisfactory completion of all assignments is essential in order to be successful in the course.

COURSE EXAMS

Three-unit exams and a comprehensive final exam will be administered during this course. Exams will be taken in person during class time. Upon entry to the testing room, students must show the official LIT Student ID. The ID must always remain visible on the student's desk during exam administration. The following items are not allowed in the testing room:

- Hats, caps, scarfs, hooded shirts (unless religious covering)
- Food, candy, drinks
- Cell phone, electronic devices, smart watches, smart glasses, recording devices

Non-adherence to the test security policy will constitute academic dishonesty and initiate the disciplinary process which will result in a zero on the exam and may also result in dismissal from the nursing program.

STRATEGIES OF SUCCESS

- Students earning <75% on any exam, skill demonstration, or mid-term evaluation and students repeating a course must schedule a meeting with course faculty to initiate the Strategies of Success initiative.
- Posted scores of <75% initiate the process.
- Strategies of Success is a retention and student success initiative in which students are encouraged to be accountable for their learning by scheduling a meeting with course faculty, identifying issues leading to the grade, and collaborating with faculty on strategies to improve the grade and achieve learning outcomes of the course.

GROUP LEARNING AND REFLECTIVE ACTIVITIES

Group learning and reflective activities are designed to support knowledge development and overall growth. These activities may include written or verbal reflection, discussion, and participation in individual or group-based learning experiences. They may also include completing interactive or multimedia assignments as part of the learning process. These approaches are intended to encourage engagement, reflection, and the application of course concepts in a supportive learning environment.

MEDICATION PORTFOLIO

Pharmacology Portfolios are assigned to enhance comprehension and retention of medication-related content, including pharmacologic classifications. Students are expected to initiate and maintain an updated portfolio for the duration of the course. This portfolio serves as an essential resource for ongoing learning and as a reference tool in preparation for course examinations, standardized assessments, and the NCLEX. To receive credit for the assignment all assigned active learning templates must be completed.

PRE/POST-LECTURE QUIZZES

Pre- and post-lecture quizzes are brief assessments administered before and following course content delivery to evaluate understanding of key concepts. These quizzes may include a variety of question formats and are designed to reinforce learning, promote retention, and identify areas that may require further review.

RNSG 1201: Pharmacology
CALCULATE YOUR GRADE

GRADE	X	PERCENT	=	GRADE POINTS
Exam 1	X	0.10 (10%)	=	
Exam 2	X	0.15 (15%)	=	
Exam 3	X	0.20 (20%)	=	
Final	X	0.25 (25%)	=	
TOTAL				
				DIVIDE BY 0.7 (70%)
FINAL WEIGHTED EXAM GRADE				