

**NURS 504**

**Pharmacology for Advanced Nursing Practice  
3 Units**

Course Lead: Janett Hildebrand, PhD, FNP-BC, CDCES  
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Course Days: Various  
Course Time: Various  
Course: Virtual  
Office Hours: TBA

*In modern pharmacology, it's so clear that even if you have a fixed dose of a drug, individuals respond very differently to one and the same dose.*  
—Arvid Carlsson, Nobel Prize in Physiology of Medicine 2000

**I. Course Prerequisites or Requisites**

Recent (within five years), satisfactory completion of undergraduate courses that include chemistry, microbiology, anatomy and physiology, and undergraduate nursing pharmacology. It is expected that enrolled students have reviewed their undergraduate coursework in pharmacology and possess a working knowledge of cell biology, biochemistry, microbiology, and human genetics at the undergraduate level.

**II. Catalogue Description**

This is a course in advanced pharmacology, including pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.

**III. Course Descriptions**

This course is a comprehensive review of pharmacological concepts and principles. The course builds on the pharmacology knowledge base acquired in the baccalaureate nursing program. It focuses on the use of pharmacotherapeutics in health promotion and the treatment of disease. The interrelationships of nursing and drug therapy will be explored through the study of pharmacodynamics, dynamics of patient response to medical and nursing therapeutic regimens, and patient teaching as well as the psychosocial, economic, cultural, ethical, and legal factors affecting drug therapy, patient responses, and nursing practice.

**IV. Course Objectives**

Upon completing this course, the student will be able to apply a systematic approach to diagnosing and managing complex health problems. At the completion of the course, the student will be able to:

Objective Number	Objectives
1	Demonstrate knowledge of advanced pharmacologic principles commensurate for independent practice.
2	Discuss therapeutics of drug classes covered in this course with consideration of their mechanisms of action, cautions, contraindications, and rationale for use across the lifespan.
3	Articulate concepts of pharmacogenomics and apply these to understand the variation in drug responses in specific patient groups, for example, those differing by age, sex, race, and geographic origin.
4	Identify appropriate pharmacotherapy approaches to common conditions encountered in the primary care setting with an emphasis on safety and appropriate patient and family education.
5	Demonstrate advanced knowledge of specific adverse drug effects and prioritization of approaches to ADE management.
6	Apply knowledge of pharmacodynamics and pharmacokinetics relevant to polypharmacy drug-drug interactions.
7	Demonstrate the use of professional technological resources on drug therapy consistent with an ongoing commitment to lifelong learning to support advanced practice.

**V. Course Format/Instructional Methods**

The course format will be online, using both asynchronous and synchronous approaches. Weekly topics listed in the course outline will be covered using before-class online review of major drug classes relevant to the topic, online lectures, textbook and other readings, “thought” questions, online discussions, audio visual materials, case studies, and course handouts. Weekly problem-solving sets will be assigned to assist students in learning the material and its clinical applications.

**VI. Student Learning Outcomes**

Student learning for this course relates to one or more of the following nine nursing core competencies (\*Highlighted in this course):

Nursing Core Competencies		NURS 504	Course Objective
1	Scientific Foundation Competencies	*	1, 2, 3, 4
2	Leadership		
3	Quality	*	2, 3, 4, 5
4	Practice Inquiry		
5	Technology and Information Literacy	*	2, 3
6	Policy	*	1
7	Health Delivery System	*	1
8	Ethics	*	3, 6
9	Independent Practice		

## VII. Course Assignments and Grading

Assignment	Due Date	% of Final Grade
<b>Exam 1</b>	<b>TBA</b>	<b>14%</b>
<b>Exam 2</b>	<b>TBA</b>	<b>14%</b>
<b>Exam 3</b>	<b>TBA</b>	<b>14%</b>
<b>Exam 4</b>	<b>TBA</b>	<b>14%</b>
<b>Exam 5</b>	<b>TBA</b>	<b>14%</b>
<b>Homework</b>	<b>Weekly</b>	<b>20%</b>
<b>Class Participation</b>	<b>Ongoing</b>	<b>10%</b>
<b>Total</b>		<b>100%</b>

Each of the major assignments is described below.

### Exams (70% of course grade)

Students will be given five online, objective closed-book exams. These exams are intended to evaluate student performance in the course. Five noncumulative tests of equal weight will be given.

- Exam 1 from Modules 1 through 4
- Exam 2 from Modules 5-7
- Exam 3 from Modules 8-9
- Exam 4 from Modules 10-11
- Exam 5 from Modules 12-14

**Exam Policies:** Students must take all examinations as scheduled in the Content Outline. Students will have 72 hours to complete the exam, which must be completed the first time it is opened. Requests to take an exam on a day different from the stated date will only be granted for serious situations and must be approved by the instructor.

All exams in this course will require students to deploy proctoring software. This software system automatically proctors student exams, verifies student identities throughout the exam, and provides instructors with brief video clips and screenshots if potential testing violations occur. The proctoring software is fully integrated with the Learning Management System. If students experience issues or have questions about the proctoring system in general, students should contact student support for help before taking the exam.

To ensure a successful testing environment, students should:

- Choose a private location with no distractions
- Have nothing around that could make noise
- Set up proper lighting and ensure his/her face is clearly visible
- Not have food or drink
- Close all browser tabs and other programs
- Have only one keyboard, mouse, and monitor connected
- Not leave testing area/camera view during the exam
- Not take or use notes (unless specifically allowed by instructor)
- Not use or have nearby additional technology (phones, tablets, television, etc.)
- Not have other people in the room
- Have a hardwire connection

- Not write or take notes during the exam
- If disruption in the examination occurs for any reason, students must call tech support to report their concern and notify the section instructor.

**Assignment: Homework (20% of course grade)**

Assigned homework must be completed and uploaded *before* the start of the synchronous session each week, *beginning with Week 2*. Students are expected to complete and upload their document within the timeframe set by the section instructor (refer to the assignment section on the LMS for specific homework instructions and timelines). Homework is to be edited for correct grammar and spelling; **references should be cited using APA format**, and direct quotations must be indicated in appropriate APA format. It is expected that students will watch ALL asynchronous materials and complete ALL online questions from the module before attempting the homework. Instructions for homework are posted in the Assignment Resources Section.

Homework grades will be based on:

1. Use of correct terminology
2. Quality of writing
3. Factual accuracy
4. Evidence of careful engagement with asynchronous materials, the recommended textbook, and current clinical guidelines.
5. Accurate prescription for the selected disease

**Due: Weekly (prior to Live Session)**

*This assignment relates to Student Outcomes 1, 3, 5, 6, 7, and 8.*

**Assignment: Class participation (10% of course grade)**

Class participation will recognize student asynchronous preparation for live session, evidence of comprehension of the material, and the ability to communicate knowledge with peers. Class participation is evidenced by completion of asynchronous exercise questions, verbal and chat pod contributions during synchronous sessions AND in the weekly question wall post and response.

Grading for class participation is based on the rubric for preparation and participation (posted in Course Tools). Posting a weekly wall question 24 hours prior to asynchronous class and responding to a fellow student's question is included in the participation component of this course.

**Due: Weekly (prior to live session)**

*This assignment relates to Student Learning Outcomes 1, 3, 5, 6, 7, and 8.*

**Note: Faculty reserve the right to modify content and/or date for assignments and/or exams. In some cases, depending on national and University holidays, live session days and times may be adjusted. Notice of such changes will be given at the start of the semester to permit students to arrange their work schedules accordingly.**

Class grades will be based on the following:

Class Grades		Final Grade	
3.85–4.00	A	93–100	A
3.60–3.84	A-	90–92	A-
3.25–3.59	B+	87–89	B+
2.90–3.24	B	83–86	B
2.60–2.89	B-	80–82	B-
2.25–2.59	C+	77–79	C+
1.90–2.24	C	73–76	C
		70–72	C-

Within the School of Social Work, grades are determined in each class based on the following standards, which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical-thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

### **VIII. Required and Supplementary Instructional Materials and Resources**

#### **Required Textbook:**

Arcangelo, V.P., Peterson, A.M., Wilbur, V.F., & Kang, T.M. (Eds.). (2022). *Pharmacotherapeutics for advanced practice: A practical approach* (5th ed.). Wolters Kluwer.

Textbook readings will be supplemented by additional resources as appropriate.

#### **Recommended Guidebook for APA Formatting:**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

#### **Recommended Textbooks/Websites (Available through Ares):**

Bunik M, & Hay W.W., & Levin M.J., & Abzug M.J.(Eds.), (2022). *Current Diagnosis & Treatment:*

*Pediatrics*, 26e. McGraw Hill. <https://accessmedicine-mhmedical-com.libproxy1.usc.edu/content.aspx?bookid=3163&sectionid=266212812>

DeCherney A.H., & Nathan L., & Laufer N., & Roman A.S.(Eds.), (2019). *CURRENT Diagnosis & Treatment: Obstetrics & Gynecology*, 12e. McGraw Hill. <https://accessmedicine-mhmedical-com.libproxy1.usc.edu/content.aspx?bookid=2559&sectionid=206955725>

Papadakis M.A., & McPhee S.J., & Rabow M.W., & McQuaid K.R., & Gandhi M(Eds.), (2024). *Current Medical Diagnosis & Treatment 2024*. McGraw Hill. <https://accessmedicine-mhmedical-com.libproxy1.usc.edu/content.aspx?bookid=3343&sectionid=279684083>

U.S. Preventive Services Task Force (2023). *Prevention TaskForce. Recommendations by grade*. <https://www.uspreventiveservicestaskforce.org/webview/#!/>

**Note: The instructor may assign additional required and recommended reading throughout the course.**

## IX. Course Schedule—Detailed Description

Module 1: Introduction to Pharmacology	
<b>Topics</b>	
	<ul style="list-style-type: none"> <li>• Review of major principles of pharmacology</li> <li>• Review pharmacodynamics</li> <li>• Review pharmacokinetics</li> <li>• Review of major principles of lifespan consideration</li> <li>• Review of major principles of pharmacogenomics</li> </ul>

This module relates to Course Objectives 1, 3, and 4.

### Required Readings:

Arcangelo, V.P., Peterson, A.M., Wilbur, V.F., & Kang, T.M. (Eds.). (2022).

*Pharmacotherapeutics for advanced practice: A practical approach* (5th ed.). Wolters Kluwer.

1. Chapter 2 – Pharmacokinetic Basis of Therapeutics and Pharmacodynamic Principles
2. Chapter 4 – Principles of Pharmacotherapy in Pediatrics, Pregnancy, and Lactation
3. Chapter 5 – Pharmacotherapy in Older Adults
4. Chapter 7 – Pharmacogenomics

## Module 2: Advanced Principles of Pharmacology

### Topics

- Establishing a therapeutic relationship
- Foundation of prescriptive practice, state license, DEA, NPI, Nurse Practice Act
- Review of the art and science of prescribing
- Review of drug safety
- Prescribing considerations

This module relates to Course Objectives 1, 4, and 7.

### Required Readings:

Arcangelo, V.P., Peterson, A.M., Wilbur, V.F., & Kang, T.M. (Eds.). (2022).

*Pharmacotherapeutics for advanced practice: A practical approach* (5th ed.). Wolters Kluwer.

1. Chapter 1 – Issues for the Practitioner in Drug Therapy
2. Chapter 3 – Impact of Drug Interactions and Adverse Events on Therapeutics
3. Chapter 8 – The Economics of Pharmacotherapeutics

## Module 3: Central Nervous System Drugs, Part 1

### Topics

- Overview of neurotransmission
- Review of drugs used for epilepsy. (Antiepileptic agents)
- Review of drugs used for ADHD. (Stimulants, Nonstimulants, bupropion)
- Review of drugs used for dementia. (Cholinesterase inhibitors, memantine)
- Review of drugs used for Parkinson's disease. (Anticholinergics, Dopamine agonists, COMT inhibitors)

This module relates to Course Objectives 1, 2, 3, 4, 5, and 6.

### Required Readings:

Arcangelo, V.P., Peterson, A.M., Wilbur, V.F., & Kang, T.M. (Eds.). (2022).

*Pharmacotherapeutics for advanced practice: A practical approach* (5th ed.). Wolters Kluwer.

1. Chapter 36 – Seizure Disorders
2. Chapter 42 – Attention Deficit Hyperactivity Disorder
3. Chapter 37 – Alzheimer's Disease
4. Chapter 38 – Parkinson's Disease

## Module 4: Central Nervous System Drugs, Part 2

### Topics

- Review of drugs for depression (SSRI, SNRI, TCAs, atypical antidepressants)
- Review of drugs for anxiety (SSRI, SNRI, TCA, benzodiazepines, buspirone)
- Review of drugs for insomnia (benzodiazepines, benzodiazepine receptor agonist, melatonin receptor agonists)
- Review of antipsychotic drugs (schizophrenia, bipolar disorder)
- Review drugs used for substance abuse (buprenorphine, buprenorphine/naloxone, methadone, disulfiram)
- Review of nicotine cessation drugs (Nicotine replacement drugs, non-nicotine therapies [bupropion, varenicline])

This module relates to Course Objectives 1, 2, 3, 4, 5, and 6.

### Required Readings:

Arcangelo, V.P., Peterson, A.M., Wilbur, V.F., & Kang, T.M. (Eds.). (2022). *Pharmacotherapeutics for advanced practice: A practical approach* (5th ed.). Wolters Kluwer.

1. Chapter 39 – Major Depressive Disorder and Psychotic Disorders
2. Chapter 40 – Anxiety Disorders
3. Chapter 41 – Sleep Disorders
4. Chapter 10 – Pain management in Opioid Use Disorder (OUD)
5. Chapter 52 – Smoking Cessation

## Module 5: Management of Pain and Inflammation

### Topics

- Overview of the concepts of pain physiology
- Review of opioid peptides, opiate drugs, and anti-inflammatory drugs (non-opioid analgesics [acetaminophen, NSAIDs], Opioids, co-analgesics [SNRI, TCA, antiepileptics, local anesthetics], antispasmodic muscle relaxants, antispastic agents)
- Review of medications used for gout (colchicine, NSAID, steroids, allopurinol, probenecid)
- Management of headaches/migraines, and atypical pain syndromes gabapentin, pregabalin, and sumatriptan.

This module relates to Course Objectives 1, 2, 3, 4, 5, and 6.

### Required Readings:

Arcangelo, V.P., Peterson, A.M., Wilbur, V.F., & Kang, T.M. (Eds.). (2022). *Pharmacotherapeutics for advanced practice: A practical approach* (5th ed.). Wolters Kluwer.

1. Chapter 9 – Pharmacology in Pain Management
2. Chapter 32 – Osteoarthritis and Gout
3. Chapter 34 – Rheumatoid Arthritis
4. Chapter 35 – Headaches



## Module 6: Anti-infective Agents, Part 1

### Topics

- Overview of the principles of antibacterial therapy
- Review agents that target the cell wall and agents that target bacterial protein synthesis
- Review other antibacterial drugs (clindamycin, metronidazole, nitrofurantoin, rifampin)
- Discuss systemic vs. local administration
- Drug classifications: Penicillin, Beta-lactam inhibitors, Cephalosporin, Macrolide, Fluroquinolone, Tetracycline, Sulfonamide, Aminoglycoside

This module relates to Course Objectives 1, 2, 3, 4, 5, and 6.

### Required Readings:

- Arcangelo, V.P., Peterson, A.M., Wilbur, V.F., & Kang, T.M. (Eds.). (2022).  
*Pharmacotherapeutics for advanced practice: A practical approach* (5th ed.). Wolters Kluwer.
1. Chapter 6 – Principles of Antimicrobial Therapy
  2. Chapter 17 – Otitis Media and Otitis Externa

## Module 7: Anti-infective Agents, Part 2

### Topics

- Review of patterns of infection
- Review of mechanisms of drug therapies
- Review of medications used in the treatment of mycobacteria, fungi, viruses, and parasites (isoniazid, rifampin, clotrimazole, terbinafine, griseofulvin, acyclovir, raltegravir, emtricitabine/tenofovir, nevirapine, efavirenz, and oseltamivir)

This module relates to Course Objectives 1, 2, 3, 4, 5, and 6.

### Required Readings:

- Arcangelo, V.P., Peterson, A.M., Wilbur, V.F., & Kang, T.M. (Eds.). (2022).  
*Pharmacotherapeutics for advanced practice: A practical approach* (5th ed.). Wolters Kluwer.
1. Chapter 13 – Fungal, Viral, and Bacterial Infections of the Skin
  2. Chapter 47 – Human Immunodeficiency Virus

**Module 8: Cardiovascular Drugs, Part 1**

**Topics**

Review of drugs used in the treatment of hypertension and heart failure  
 Classification of drugs:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Diuretic</li> <li>• Beta adrenergic blockers</li> <li>• Calcium channel blockers</li> <li>• Peripheral alpha-1 receptor blocker</li> </ul> | <ul style="list-style-type: none"> <li>• Angiotensin-converting enzyme inhibitors</li> <li>• Angiotensin II receptor blockers</li> <li>• Central alpha-2 receptor agonist</li> <li>• Direct vasodilators</li> </ul> |
|---|---|

This module relates to Course Objectives 1, 2, 3, 4, 5, and 6.

**Required Readings:**

- Arcangelo, V.P., Peterson, A.M., Wilbur, V.F., & Kang, T.M. (Eds.). (2022).  
*Pharmacotherapeutics for advanced practice: A practical approach* (5th ed.). Wolters Kluwer.
1. Chapter 18 – Hypertension
  2. Chapter 21 – Heart Failure

**Module 9: Cardiovascular Drugs, Part 2**

**Topics**

- Review of anti-lipid agents (HMG-CoA inhibitors, bile acid resins, niacin, fibric acid derivatives, PCSK9 inhibitors, cholesterol absorption inhibitors)
- Review of drugs used in the treatment of angina (nitroglycerin, isosorbide dinitrate)
- Review of drugs used in the treatment of arrhythmias (Class I, II, III, IV)
- Review of anticoagulant and antiplatelet drugs (warfarin, heparin, apixaban, rivaroxaban)

This module relates to Course Objectives 1, 2, 3, 4, 5, and 6.

**Required Readings:**

- Arcangelo, V.P., Peterson, A.M., Wilbur, V.F., & Kang, T.M. (Eds.). (2022).  
*Pharmacotherapeutics for advanced practice: A practical approach* (5th ed.). Wolters Kluwer.
1. Chapter 19 – Hyperlipidemia
  2. Chapter 20 – Chronic Stable Angina and Myocardial Infarction
  3. Chapter 22 – Arrhythmias
  4. Chapter 49 – Thromboembolic Disorders

## Module 10: Respiratory System Drugs

### Topics

- Review of decongestant, antihistamine, and antitussive agents
- Review of drugs used for asthma and COPD
- Review of short and long acting beta-2 adrenergic agonists, short and long acting muscarinic antagonists, inhaled corticosteroids, leukotriene antagonists, methylxanthines, corticosteroids

This module relates to Course Objectives 1, 2, 3, 4, 5, and 6.

### Required Readings:

Arcangelo, V.P., Peterson, A.M., Wilbur, V.F., & Kang, T.M. (Eds.). (2022).

*Pharmacotherapeutics for advanced practice: A practical approach* (5th ed.). Wolters Kluwer.

1. Chapter 23 – Respiratory Infections
2. Chapter 24 – Asthma and Chronic Obstructive Pulmonary Disease

## Module 11: Drugs for Gastrointestinal and Genitourinary Disorders

### Topics

- Review of laxatives, antidiarrheal, nausea, constipation drugs (docusate, loperamide,
- Review of drugs used for vertigo (scopolamine, hydroxyzine
- Review of drugs used as blockers of gastric acid secretion (antacids, histamine-2 receptor antagonists, proton pump inhibitors, misoprostol, sucralfate, bismuth)
- Drugs used in the management of H. pylori and inflammatory bowel disease (amoxicillin, clarithromycin, metronidazole, tetracycline, sulfasalazine, infliximab)
- Drugs used for OAB, BPH, prostatitis, ED (oxybutynin, sildenafil, doxazosin)

This module relates to Course Objectives 1, 2, 3, 4, 5, and 6.

### Required Readings:

Arcangelo, V.P., Peterson, A.M., Wilbur, V.F., & Kang, T.M. (Eds.). (2022).

*Pharmacotherapeutics for advanced practice: A practical approach* (5th ed.). Wolters Kluwer.

1. Chapter 25 – Gastric, Functional, and Inflammatory Bowel Disorders.
2. Chapter 26 – Gastroesophageal Reflux Disease and Peptic Ulcer Disease
3. Chapter 28 – Urinary Tract Infection
4. Chapter 29 – Prostatic Disorders and Erectile Dysfunction
5. Chapter 30 – Overactive Bladder

## Module 12: Endocrine Drugs, Part 1

### Topics

- Introduction to endocrine concepts, thyroid disease, and reproductive pharmacology (levothyroxine, methimazole, PTU)
- Review of hormone replacement therapy and drugs affecting fertility/reproduction (medroxyprogesterone, estrogen [oral & cream]; oral contraceptive – all formulations)
- Review of osteoporosis management (bisphosphonates)
- Review of drugs used for breast cancer

This module relates to Course Objectives 1, 2, 3, 4, 5, and 6.

### Required Readings:

Arcangelo, V.P., Peterson, A.M., Wilbur, V.F., & Kang, T.M. (Eds.). (2022).

*Pharmacotherapeutics for advanced practice: A practical approach* (5th ed.). Wolters Kluwer.

1. Chapter 33 – Osteoporosis
2. Chapter 45 – Thyroid Disorders
3. Chapter 54 – Contraception
4. Chapter 55 – Menopause
5. Chapter 56 – Vaginitis

## Module 13: Endocrine Drugs, Part 2

### Topics

- Review of management principles for diabetes, prediabetes, and metabolic syndrome
  - Biguanides, sulfonylurea, thiazolidinediones, alpha-glucosidase inhibitors, meglitinide analogs, dipeptidyl peptidase-4 inhibitors, sodium-glucose cotransporter 2 inhibitors, insulin (Short, rapid, intermediate and long-acting formulations)
- Review of weight management
  - Sympathomimic agents (phentermine hydrochloride/topiramate, and hydrochloride).

This module relates to Course Objectives 1, 2, 3, 4, 5, and 6.

### Required Readings

Arcangelo, V.P., Peterson, A.M., Wilbur, V.F., & Kang, T.M. (Eds.). (2022).

*Pharmacotherapeutics for advanced practice: A practical approach* (5th ed.). Wolters Kluwer.

1. Chapter 44 – Diabetes Mellitus
2. Chapter 53 – Weight Loss

## Module 14: Topical Drugs and Immunization

### Topics

- Review of topical dermatologic medications
  - clotrimazole, econazole, nystatin/triamcinolone, triamcinolone, clobetasol,
  - penciclovir
  - mupirocin, benzoyl peroxide, erythromycin, clindamycin, metronidazole
  - lidocaine topical patch
  - permethrin, lindane
- Review of eye, ear, throat/mouth medications
  - Ophthalmic agents: ciprofloxacin, sulfacetamide, olopatadine, naphazoline/glycerin,
  - Otic: neomycin/polymyxin B/hydrocortisone, ciprofloxacin/hydrocortisone
  - Oral: nystatin
- Overview of immunizations
  - Pediatric live vaccines
  - Geriatric vaccines

This module relates to Course Objectives 1, 2, 3, 4, 5, and 6.

### Required Readings:

Arcangelo, V.P., Peterson, A.M., Wilbur, V.F., & Kang, T.M. (Eds.). 2022).

*Pharmacotherapeutics for advanced practice: A practical approach* (5th ed.). Wolters Kluwer.

1. Chapter 12 – Contact Dermatitis
2. Chapter 14 – Psoriasis
3. Chapter 15 – Acne Vulgaris and Rosacea
4. Chapter 16 – Ophthalmic Disorders
5. Chapter 17 – Otitis Media and Otitis Externa
6. Chapter 51 – Immunizations

## University Policies and Guidelines

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### **X. Statement on Academic Conduct and Support Systems** **Academic Integrity:**

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world. All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#). Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

### **Students and Disability Accommodations:**

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](http://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

### **Support Systems:**

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24

hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

**XI. Tips for Maximizing Your Learning Experience in this Course (Optional)**

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete Required Readings: and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

*Don't procrastinate or postpone working on assignments.*