NUR 103: PHARMACOLOGY FOR FAMILIES ACROSS THE LIFESPAN

Course Prerequisite
NUR*101: Introduction to Nursing Practice; BIO*235: Microbiology; PSY 111: General Psychology

Course Corequisite
NUR*102: Family Health Nursing; PSY*201: Life Span; SOC* 101: Principles of Sociology

Course Components
Credits   1 credits
Hours   Classroom: 15 hours

Course Description
The student will focus on the safe use, pharmacological principles, indications and nursing implications related to drug therapy when caring for individuals and families. Emphasis will be placed on medications used with perinatal, neonatal, pediatric, geriatric and peri-operative clients. The course will stress the general characteristics of selected medications and will include indications, pharmacokinetics, side effects, adverse effects, contraindications, administration, nursing implications across the lifespan, client education and relationship to prior learning.

Course Objectives
At the completion of this course, the student will be able to:

1. Integrate pharmacological principles as they relate to holistic and clinical medication application when caring for a client with obstetrical, geriatric, pediatric, psychiatric, peri-operative, gynecological, genitourinary, and orthopedic conditions.
2. Apply the nursing process to drug theory as it relates to clients with obstetrical, geriatric, pediatric, psychiatric, peri-operative, gynecological, genitourinary, and orthopedic conditions.
3. Describe safe and competent medication administration as it relates to clients with obstetrical, pediatric, geriatric, psychiatric, peri-operative, gynecological, genitourinary, and orthopedic conditions.
4. Develop a comprehensive pharmacological teaching plan for clients with obstetrical, pediatric, geriatric, psychiatric, peri-operative, gynecological, genitourinary, and /or orthopedic conditions.
5. Interpret cultural and individual awareness when tailoring drug therapy to clients with obstetrical, pediatric, geriatric, psychiatric, peri-operative, gynecological, genitourinary, and orthopedic conditions.
6. Differentiate the roles of the multidisciplinary health team members when implementing a pharmacological plan of care for clients with obstetrical, pediatric, geriatric, psychiatric, peri-operative, gynecological, genitourinary, and orthopedic conditions
7. Analyze the legal-ethical implications of medication administration related to clients with obstetrical, pediatric, geriatric, psychiatric, peri-operative, gynecological, genitourinary, and orthopedic conditions.
8. Examine the professional role of the nurse in medication administration for clients with obstetrical, pediatric, child/adolescence psychiatric, pre-post operative, gynecological, genitourinary, or orthopedic conditions.

<u>**Welcome to the course:**</u>

Hope you will enjoy the freedom of taking a course on line. While online classes free you from the schedule of the classroom, it requires self-discipline to complete the readings and learning activities. It is imperative that you keep up with the weekly modules and medication sheets. **Please take some time to thoroughly read the syllabus.** Another secret to success in e-learning is to keep in touch with the instructor. Do not hesitate to contact the course coordinator with questions. For this course, communicating through Blackboard will work best. If it is felt other students might have the same question, the answer will be forwarded to all students.

I am also available to you on campus during posted office hours. Please feel free to contact me at any time via email. It will be checked frequently, and will make every effort to respond within 48 hours, but, would like to reserve Sunday as a day off.

Please note any late assignments will not accept. If the assignment is late, you will get a 0. It is expected all students will submit their assignments responses through the course Blackboard Learn drop boxes. The assignment section of the site has been set up to allow you to submit right through the site. It is also set not to accept any papers after 23:59 hours on the due date. ALL PAPERS MUST BE SUBMITTED PRIOR TO THE DEADLINE. Don't wait until the last minute only to find that your email isn't working or your computer has crashed!

We hope this will be a valuable and enjoyable learning experience for you.

<u>**Faculty:**</u>

Edith Ouellet MSN, RN, Assistant Professor

Course Coordinator

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Phone & Voicemail: 860-892-5709

<u>ESL /Culture Facilitator:</u> Judy Snayd, M.S.N. CNE, R.N., Professor

<u>Nursing Lab Tutors:</u>

Sue Turner, MSN, RN Educational Assistant

Office Phone: 383-5236

Faculty / Staff Availability

Students are encouraged to seek clarification with the course coordinator as needed. Students are also encouraged to seek advisement with faculty as needed. Scheduled faculty office hours are posted outside faculty offices. Students may also meet with faculty by appointment. All faculty look forward to your success. Please utilize your time wisely.

Study Groups

Students are encouraged to form study groups which can meet in the lab or at the groups' mutual location choice. Tutors within the nursing lab are available also during posted hours of the Nursing Laboratory. Students are encouraged to be proactive in their learning and seek help independently. The Nursing Lab and Nursing Tutors are in place to promote success and retention. Students are encouraged to utilize these independent opportunities weekly.

Methods of Instruction

 Teaching modalities include lecture, power point, and case studies, medication cards. Computerized programmed instruction and interactive learning tools are also used. Blackboard Learn is used as the learning management tool.

Required Textbooks: (textbooks are used in subsequent courses)

  1. Deglin, Davis Drug Guide for Nurses (11th edition) F.A. Davis, 2008.

2. Lehne, Pharmacology for Nursing Care, with CD (7th edition) Saunders, 2010 .

Class Examinations

Evaluation activities reviewed:

Theory:

Evaluation in Nursing 103 is via four on ground exams (with 40 questions on each exam). The exams are open book format (Lehne only). The first exam will be taken individually; the second will be in collaborative format, and the third & fourth will be one of those options (to be determined by the course leader). The students will be allowed 50 minutes on the individual exams and 80 minutes for the collaborative format. Groups for the collaborative format will be assigned by the

course leader. In addition there is a teaching plan worth ten points. To pass Nursing 103 a student must earn at least a 74 average in the course. Test items are drawn from ALL content in the course.

Exam	Units covered	Date	Time	Percentage
I	1-3	9/26/12	11-11:50 am	22.5%
II	4-5	10/17/12	11-12:10 pm	22.5%
III	6-8	**11/19/12 ****	11-12:10 pm	22.5%
IV	9-11	12/12/12	11-12:10 pm	22.5%

Additional Assignments   see below   10%

1) **Teach Plan-** Submit to drop box set up and labeled teaching plan. Teaching plan are graded on rubric listed in this syllabus. The teaching plan is worth 4 pts. **Due date- 11/2/12 @ 11:59.**

2) **Drug Classification Sheets –** A much easier way to learn the actions of medication is to study them by classification instead of by individual drugs. Using the form posted on the home page complete 2 sheets on the assigned drugs classification categories (med sheets). Each med sheet is worth 3 points. The med sheets are graded on rubric listed in this syllabus The drug sheets must be submitted in the drop box labeled "Med Sheet 1" for the anti-infective, and "Med Sheet 2", for the anti-anxiety, respectively. **Med sheet 1 is due 9/28/12 @ 11:59, Med Sheet 2 is due 11/30/12 @11:59.**

Grading Policies

To pass Nursing 103 and progress in the nursing program a student must:

- Earn at least a 74 average in the course. Test items are drawn from ALL content of the course.

Grading Rubric for Teaching Plan:

Category for Grading				
Quality of information in Posting	Posting consistently focuses on the concepts assigned in the teaching plan. The teaching plan is thorough and relates to the underlying concepts in the readings. Postings consistently use correct grammar and spelling. No errors in APA formatting	Posting focuses on the concepts assigned in the teaching plan. The teaching plan broadly covers the underlying concepts in the readings. Postings have occasional errors in grammar and spelling. One error in APA formatting.	Posting focuses somewhat on the concepts assigned in the teaching plan. The teaching plan losely covers the underlying concepts in the readings Postings have numerous grammar and spelling errors. Two or three errors in APA formatting.	Posting focuses little on the concepts in the unit and do not relate to the underlying concepts in the readings to the case study. Postings have numerous grammar and spelling errors. Three or more errors in APA formatting.
Max. total points	4	3	2	1

Grading Rubric for Medication Sheets:

	Needs Improvement	Developing	Meets Expectations
Quality of Information on Medication Sheet	Medication Sheet focuses on the drug classification but lacks depth and a clear understanding of the key concepts in the drug classification. It is missing pertinent concept of the categories listed on the Medication Sheet. Information is not referenced. Postings have greater that 3 errors in grammar and spelling. Errors in APA formatting	Medication Sheet focuses on the drug classification but lacks depth and a clear understanding of the key concepts in the drug classification. It is missing pertinent concept of the categories listed on the Medication Sheet. Information is not referenced. Postings have greater that 3 errors in grammar and spelling. Errors in APA formatting	Medication Sheet focuses on the drug classification identified and relates all pertinent concepts to the categories listed on the Medication Sheet. Information is clear, concise and includes references to support details and/or examples. Postings consistently use correct grammar and spelling. One to no errors in APA formatting
	1 point	2 points	3 points

- **The Grading Formula:**

- A   93-100

- A- 90-92

- B+ 87-89

- B   83-86

- B- 80-82

- C+ 77-79

- C   74-76

- D+ 67-69

- D 64-66

- F   0-63

Please Note: Grades will be computed to the second decimal point and at the end of the course will be rounded once to a whole number for the course grade. A grade at or above .50 will be rounded up to the next whole number; any grade at or below .49 will be rounded down to the whole number. See CT-CCNP handbook.

Nursing Program Policy Handbook

Refer to the Nursing Program Policy Handbook for information regarding:

- Missed Exams

- Attendance- Be sure to keep up with the content-weekly!

Attendance Policy

Students are expected to log on, complete work and participate in the course each week.   It is the student's responsibility to notify the instructor if they are not able to log on. Instructor will track student participation in the course.

Testing Policy

For each exam the student will be required to contact the course instructor if an emergency arises and the student cannot take the exam during the scheduled exam week. It is the student's responsibility to contact the course faculty before the due date to make alternate arrangements (follow miss exams as outlined in the Handbook).

Statement on Penalty for Academic Dishonesty or Plagiarism

Plagiarism is the **unacknowledged** use of another person's words or ideas in your writing. Whether conscious or not, plagiarism is a serious offense. Evidence that you did not write material that you submit under your name can result in failure for the entire course. Refer to the current College catalog for policy. Students are expected to: "Demonstrate academic integrity by not engaging in conduct that has as its intent or effect the false representation of a student's academic performance, including but not limited to: (a) cheating on an examination; (b) collaborating with others in work to be presented, contrary to the stated rules of the course; (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed or otherwise obtained) as one's own; (d) stealing or having unauthorized access to examination or course materials; (e) falsifying records or laboratory or other data; (f) submitting, if contrary to the rules of a course, work previously presented in another course; and (g) knowingly assisting another student in any of the above, including an arrangement whereby any work, classroom performance, examination, or other

activity is submitted or performed by a person other than the student under whose name the work is submitted or performed." Consequences are delineated in the College Catalog.

Additional Expected Activity Requirements

Students are expected to participate in class discussions board (please be mindful of net-etiquette), material review and lab practice. Participation enhances the learning experience and allows students and instructors the opportunity to learn from each other.

Students are reminded that classroom demeanor is a vital part of participation. Students should behave appropriately at all times and are asked to practice common courtesy, recognizing each person's right to learn in an atmosphere conducive to the learning experience. Students who violate the rules of courtesy and/or professional demeanor will be asked to leave.

Students are required to attend all class "meetings". Lack of participation will have a direct impact on student learning.

WITHDRAWAL POLICY:

Students may withdraw, in writing, at the Registrar's Office for any reason. Refer to the Nursing and College Student Handbooks and College Catalog. Students who receive an overall unsatisfactory clinical grade at any time in the rotation will fail this course and receive a grade of F. This course does not offer midterm theoretical warning grades. Students with concerns about their course average are encouraged to contact the course coordinator.

DISABILITIES STATEMENT:

If you have a hidden or visible disability which may require classroom or test-taking modifications, please see the course coordinator as soon as possible. If you have not already done so, please be sure to register with Chris Scarborough if you have a learning disability, ADD or ADHD, or Student Services for other physical disabilities. Please see the Three Rivers Community College Catalog for additional policies and information.

Last revised date: 6/26/12