

I. COURSE DESCRIPTION:

This course focuses on the application of integrated pharmacological knowledge and interventions within nursing process. Opportunities are provided to develop caring practice with patients experiencing health challenges. Learners are required to integrate new and prior learning.

Class: 3 hours

Laboratory: 2 hours + 1 hour practice lab

Practice Labs: Attendance in practice labs is mandatory.

Clinical: 108 hours

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

ENDS-IN-VIEW

Upon completion of the course, the learner will be able to:

1. Describe and explain basic principles, concepts and processes of pharmacology.
2. Demonstrate knowledge and safe administration of anti-infective drugs and drugs affecting the nervous system, endocrine system, gastrointestinal system, respiratory system, cardiovascular system and urinary system.
3. Use pharmacological terms orally and in nursing documentation to communicate nursing therapeutics and client status.
4. Use the nursing process to demonstrate professional and safe nursing care for persons experiencing episodic health challenges.
5. Demonstrate therapeutic interviewing and assessment skills.
6. Demonstrate knowledge, application and evaluation of nursing therapeutics that include medication administration (oral, topical, parenteral, enteral and intravenous), wound care, oxygen therapy, enteral therapy and urinary catheterization.
7. Promote safe, supportive health environments for persons experiencing episodic health challenges.

PROCESS

Learning will be facilitated through the use of classroom presentations, discussion and laboratory learning activities. Learners will be provided with clinical opportunities to apply content gained from preparatory readings, classroom discussion, and laboratory activities. Integration of content from NURS 2184 and previous and current nursing and science courses will demonstrate how nurses use knowledge of the nursing process, pharmacology, and nursing therapeutics to guide client care and inform nursing judgment for patients experiencing episodic health challenges.

III. TOPICS:

1. Units of Measure
2. Nursing Process
3. Principles of Pharmacology
4. Dosage Calculations
5. Fluid & Electrolytes
6. Drugs affecting the nervous system
7. Drugs affecting the endocrine system
8. Drugs affecting the gastrointestinal system
9. Drugs affecting the respiratory system
10. Anti-infective drugs
11. Drugs affecting the urinary system
12. Drugs affecting the cardiovascular system

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Assigned articles & readings.

Students are expected to complete the course readings. This will include material in the course texts, web/electronic based sources, and peer reviewed articles. Some articles may be placed on reserve in the library however, students are expected to apply their knowledge of the library system to search and access scholarly journals and peer reviewed literature.

2. Required Texts and Equipment

Burchum J. & Rosenthal, L.D (2016) *Lehne's Pharmacology for Nursing Care*. Saunders: St. Louis, MI ISBN: 9780323321907.

Gray Morris, D. (2014). *Calculate with confidence*. (6th edition). St. Louis, MO: Elsevier-Mosby

Perry, A., Potter, P., & Ostendorf, W. (2014). *Clinical nursing skills and techniques*. (8th ed.) Toronto: Mosby. ISBN: 978-0-323-08383-6

Vallerand, A.H. & Sanoski, C.A. (2014) *Davis's Canadian Drug Guide for Nurses*. (14th edition). F.A.

3. Recommended Texts

Ackley, B. J., & Ladwig, G. B. (2013). *Nursing diagnosis handbook: An evidence-based guide to planning care* (10th ed.). St. Louis, MO: Mosby.

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.) Pennsylvania: Lancaster

Jarvis, C. (2014). *Physical examination & health assessment, 2nd Canadian edition*. St. Louis, MO: Saunders.

Pagana, K. & Pagana, T. (2013) *Mosby's canadian manual of diagnostic and laboratory tests*. (1st Canadian Edition). Toronto: Mosby-Elsevier

Potter, P., & Perry, A. (2014). *Canadian fundamentals of nursing*. (5th ed.). J. Ross-Kerr, M. Wood, B. Astle, & W. Duggleby (Eds.). Toronto: Mosby. ISBN: 978-1-926648-53-8

Wilkinson, J. M. (2012). *Nursing process & critical thinking*. (5th ed.). Upper Saddle River, NJ: Prentice Hall, Inc.

V. EVALUATION PROCESS/GRADING SYSTEM:

EVALUATION

1. Midterm Exam	30%
2. Client Profile Assignment	20%
3. Scenario Testing	10%
4. Final Exam (Date set by the Registrar)	40%
5. Medication Test*	Satisfactory/Unsatisfactory
6. Laboratory	Satisfactory/Unsatisfactory
7. Clinical Performance	Satisfactory/Unsatisfactory
8. Clinical Portfolio	Satisfactory/Unsatisfactory

*** A grade of 80% must be achieved on the Medication Test in order to receive a satisfactory grade in the course. In the event that 80% is not achieved, the learner will be provided with one opportunity to rewrite this test. If a minimum satisfactory grade of 80% is achieved on the rewrite, the student may progress in the course.**

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

In Class Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students should be punctual and present in the learning environment for the duration of the learning session. If extenuating circumstances present, learners should inform the professor of their absence. Absences in excess of 20% may jeopardize receipt of credit for the course.

Attendance in Clinical and Lab Settings

Attendance in clinical and lab settings is mandatory.

Students are held accountable to information presented in the Student Handbook, and the BSCN 2084 course syllabus.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.