



Nursing Program  
NURS 1061: Pharmacology I  
Fall 2021  
SYLLABUS A: COURSE OVERVIEW

**COURSE DESCRIPTION**

This course begins the nursing student's education on the basic principles of pharmacology, establishing a knowledge base that applies to the various routes of medication administration. An emphasis is placed on the nursing role in safe dosage calculation and medication administration. (1 credit)

Prerequisites: Acceptance into the CCRI Nursing Program.

Co-requisites: NURS 1010, NURS 1015 (see Academic Progression Policy)

**CREDIT STRUCTURE**

Class: 1 credit  
1 hour per week x 15 weeks = 15 hours

**GRADING SYSTEM (points toward GPA)**

A	94-100	4.0
A-	91-93	3.7
B+	88-90	3.3
B	84-87	3.0
B-	81-83	2.7
C+	78-80	2.3
C	75-77	2.0
D	70-74	1.0
F	0-69	0.0

**COURSE LEARNING OUTCOMES (CLOs)**

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

1. Identify the role of the professional nurse in administering medication and providing related patient education across various healthcare settings. (EPSLOs 1,3)
2. Explain the evidence-based measures to ensure the prevention of medication errors. (EPSLOs 1, 2)
3. Describe the legal and ethical principles related to the practice of medication administration. (GLO 7)
4. Explain basic principles of pharmacology and commonly used terminology. (GLO 1, 3)
5. Demonstrate basic dosage calculations. (GLO 1, 3)
6. Identify technology available to ensure safe medication administration. (GLO 5)
7. Describe the importance of assessing personal preferences, beliefs, and values when administering medications. (GLO 1)
8. Discuss the role of team members as they pertain to medication orders and considerations. (GLO 4)

**TEXTBOOKS and REQUIRED EQUIPMENT:**

Bundles available from the CCRI bookstore

**Required Materials**

Main Elsevier Book Bundle Package <u>MUST PICK ONE</u> Both options include Evolve Student Resources <b>BUY THROUGH BOOKSTORE</b> *ONLINE RESOURCE ONLY	
9780323926621 Print and E-Book Package	9780323979016 E-book Package (no hard cover books)
HESI - HESI Comprehensive Review for the NCLEX-RN® Examination, 6e	HESI - HESI Comprehensive Review for the NCLEX-RN® Examination, 6e
Giddens - Concepts for Nursing Practice, 3e	Giddens - Concepts for Nursing Practice, 3e
Ignatavicius - Developing Clinical Judgement, 1e	Ignatavicius - Developing Clinical Judgement, 1e
*Kee - Elsevier Adaptive Quizzing for Pharmacology - Classic Version, 10e	*Kee - Elsevier Adaptive Quizzing for Pharmacology - Classic Version, 10e
Touhy - Ebersole & Hess' Toward Healthy Aging, 10e	Touhy - Ebersole & Hess' Toward Healthy Aging, 10e
Yoost - Fundamentals of Nursing, 2e	Yoost - Fundamentals of Nursing, 2e
Harding - Lewis Medical Surgical Nursing Single Volume, 11e	Harding - Lewis Medical Surgical Nursing Single Volume, 11e
Ackley - Nursing Diagnosis Handbook, 12th Edition Revised Reprint with 2021-2023 NANDA-I® Updates, 12e	Ackley - Nursing Diagnosis Handbook, 12th Edition Revised Reprint with 2021-2023 NANDA-I® Updates, 12e
*Elsevier - Nursing Concepts Online for RN - Classic Version, 3e	*Elsevier - Nursing Concepts Online for RN - Classic Version, 3e
McCustion - Pharmacology, 10e	McCustion - Pharmacology, 10e

Additional REQUIRED TEXTS (These can be purchased through bookstore or another vendor of your choice if not using financial aid)	
VSim Fundamentals Access Code	9781975175696
Laboratory and Diagnostic Tests 10th Edition	9780134704463
Clinical Nursing Calculations with Access	9781284170252
ExamSoft Access Code	This is a direct purchase product, you will receive instructions on how to purchase
Academic Calendar/Planner and Dry-Erase Board	

### Required Electronic Resources

- **Apple iPad** (per the iPad Agreement) to be purchased through the CCRI bookstore A student may use his or her own Apple iPad device (iPad Air+, iPad Mini+ or iPad Pro) as long as it meets system operating requirements. See iPad user information in Blackboard for details.

### Optional Electronic Resource

- DAVIS'S DRUG GUIDE FOR NURSES® - 16th Ed. (2019) Online access available via CCRI Library

iPad: All students in the Nursing Program at the Community College of Rhode Island are required to have access to an iPad. A student may use their own iPad as long as it meets [minimum system requirements](#). Any student who expects to use Financial Aid funds to pay for the iPad must purchase it through CCRI Bookstore. No return or refund allowed for this product for any reason.

### Course Delivery:

1. Lecture
2. Media Presentations
3. Online Dosage Calculations Learning Modules
4. Examination
5. Linkages - connecting new content to prior learning
7. Concept Mapping
8. Revisiting - review, repetition
9. Discussion
10. Assignment of independent learning activities
  - Computer/online instruction, videos, readings
11. Evolve Case Studies and Patient Reviews

### Evaluations Methods\*\*\*:

#### Math Competency Exam

20%

#### Exam #1

37.5%

#### Exam #2

37.5%

#### Open-Book Remote Quizzes

5%

### COURSE CONTENT

*Please refer to Syllabus B for Dates/Times/Locations and Syllabus C for readings and assignments.*

### AUDIOTAPING OF LECTURES:

- Students may not tape lectures without the consent of the lecturer.
- Students requiring academic accommodations have the right to record class lectures only for the purpose of personal study.
- Lectures recorded for personal study may not be shared with other people without the consent of the lecturer.
- Recorded lectures may not be used in any way against the faculty member, other lecturers, or students whose classroom comments are taped as part of the class activity.
- Information contained in the recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without giving proper identity and credit to the lecturer.

### ACADEMIC HONESTY:

CCRI TAKES ACADEMIC HONESTY SERIOUSLY. Plagiarism, cheating and other forms of academic dishonesty will result in failure of the course, in accordance with the CCRI policy of academic honesty. See the CCRI Student Handbook for more information.

### RESPONSIBILITIES:

Both students and professors must take responsibility for making a course successful. Learning is best achieved when this is done. Students can best demonstrate this responsibility and commitment by:

- Being prepared for weekly discussions and assignments
- Asking questions when material is unclear
- Seeking help from the professor when needed
- Conducting themselves in a professional and courteous manner.
- Refraining from use of non-class related electronic devices during class

In return, your professors will demonstrate responsibility and commitment by:

- Preparing meaningful discussions and assignments
- Monitoring discussions to be certain that they stay on topic, that all participants are treated with respect, that discussion material facilitates learning, and that discussions are a wise use of class time
- Clarifying material that is unclear
- Making themselves available for additional help when students need it
- Conducting themselves in a professional and courteous manner

#### DISABILITY SERVICES FOR STUDENTS

The Disability Services for Students Office (DSS) provides support services and coordinates reasonable academic Accommodations for students with documented disabilities under the ADA and Section 504 of the Rehabilitation Act. Students are responsible for identifying themselves to the DSS office and submitting appropriate documentation in advance of the requested accommodation.

\*Any student with a disability should contact Disability Services for Students (DSS) at 825-2464 (KC), 333-7329 (FC), 455-6064 (LC), or 851-1650 (NC) to arrange for special accommodations. The resultant paperwork must be brought to and signed by Professor Mary Costa, RN, Nursing Department Chairperson, not the clinical or classroom instructor. Faculty must be given advanced notice, preferably 2 full weeks before an exam, in order to arrange special accommodations testing locations and proctors, **same day requests cannot be honored.** This needs to be renewed each semester by filing new paperwork. Students should make an appointment with a DSS coordinator each term, this can be done even before the term begins.

### QUIZZES, EXAMS AND GRADING:

*Students will be assigned pre-class activities (i.e. homework and required readings) as listed on Syllabus C. Quiz and Exam questions will be reflective of pre-class/in-class activities and readings assigned. It is the student's responsibility to come prepared, on time, for all class meetings.*

1. There will be three (3) graded Open-Book Remote Quizzes to augment learning during the course of the semester. The average Open-Book Remote Quiz grade will constitute 5% of the course grade. Due dates for each assignment will be listed on syllabus C.
2. Exam #1 and Exam #2 will be administered via ExamSoft software on your school issued iPad mini (see course schedule and Syllabus B). Students are expected to take these exams on the scheduled dates, per the electronic testing policy. Make-up of the exams will ONLY be made under extenuating circumstances; students may be asked to supply documentation regarding the reason for missing a scheduled exam. Make-up examinations may be delivered via an alternative format at the discretion of faculty. It is the responsibility of the student to contact the instructor prior to the start of the exam if missing an exam is anticipated. Absence without notification of the faculty by the exam date will result in a zero for the examination.

#### **Critical Reflection Guide (for Exam #1 only)**

Critical reflection of exam performance using S&O reports fosters student metacognition (thinking back, learning from past experiences) and study skill development and improves student exam performance. Benefits include

- enhanced motivation and engagement
- improved academic achievement
- self-regulated learners
- data driven study planning

#### Steps in Critical Reflection

- 1) Download your S&O Report (PDF). Students will be notified via email when a course exam S&O Report is made available in ExamSoft. No exam questions/answers appear on the report.
- 2) Critically reflect on the exam report.
  - a. WHAT: did you find? Identify your exam performance strengths vs. opportunities.
  - b. SO WHAT: do the findings mean? Connect performance with your learning approaches or strategies for the exam.
    - i. First, describe your learning strategies for the categories where you are DOING WELL (green triangles)
    - ii. Next, describe your learning strategies for categories that NEED IMPROVEMENT (red triangles)
    - iii. Substitute categories that NEED REVIEW (yellow circles) if you have either no green triangles or no red triangles.
  - c. NOW WHAT: Plan specific steps to improve course learning based on S&O report reflection. List at least three (3) specific learning strategies to continue, or to change for better learning. Consider at least one (1) strategy to continue, and at least one (1) strategy to change (one that didn't work). Include ways to hold yourself accountable to your plan.
- 3) Access the Bonus Assignment link on the course website. Opt to submit complete responses to all Step 2 questions by the deadline on the course schedule and earn a 0.5 point reflection bonus. If you earn the reflection bonus you may also earn a 0.5 point improvement bonus for a higher score on the next exam. Any earned bonus points are added to the course grade. An Assignment Template is provided in Course materials.

- 4) Students taking a unit or final exam more than three (3) business days from the original delivery date, will NOT be eligible for the bonus points for the Critical Reflection.

### Math Competency

In order to ensure safe entry into the practice setting all students must demonstrate a proficient understanding of basic principles of math and dosage calculations. Students will be subject to evaluation as outlined below. **Should a student be unsuccessful on their third attempt, the student will be considered a clinical failure and receive an F for NURS 1010 and be required to withdraw.** The student may petition the Scholastic Standing Committee for reinstatement.

A MATH COMPETENCY EXAM will be administered in NURS 1061 so that students may demonstrate math proficiency for NURS 1010 clinical. Online and textbook dosage calculations modules will be assigned on Blackboard in NURS 1061; content for the exam will reflect modules assigned.

### **NURS 1010 CLINICAL MATH COMPETENCY**

Math Competency Exam:

A score of less than (<) 90% for the NURS 1061 Math Competency Exam will result in clinical probation in NURS 1010 and a documented remediation plan for the student. It will require a second (and if necessary third and final attempt), not-for-credit Math Exam to be administered 1-2 weeks following the NURS 1061 Math Competency Exam. (see Test 2 & 3 below).

Test 2 & Test 3:

Only required for students scoring less than (<) 90% on the NURS 1061 Math Competency Exam. **Failure of Math Exam 3 (< 90%) will result in a clinical failure (F) and immediate dismissal from the program.**

### **No Show Policy for Math Competency Exams**

- Students that miss Math Test 1 due to an unexcused absence (see Student Policy Manual for definitions) will forfeit the opportunity to take three math tests. Math Test 2 will then be “for credit.”
- Students that miss a math Test 1 due to an excused absence (see Student Policy Manual for definitions) will be allowed to take a make-up examination.

### **Policy Statement Regarding Math Competency for Students Repeating a Nursing Course**

Students repeating a clinical nursing course (NURS 1010) that successfully passed the concurrent pharmacology course (NURS 1061) do not need to retake the math competency test associated with the nursing course to be repeated.

## **Mission of the College of Nursing**

The Community College of Rhode Island is the state's only public associate degree registered nursing program with seamless options to become a certified nursing assistant and licensed practical nurse. We provide students with the opportunity to acquire the knowledge, skills, and attitudes necessary for developing effective communication, critical thinking, clinical reasoning and teamwork/collaboration skills. Building upon a rich tradition of teaching excellence and high academic and collegial standards, our faculty and staff are committed to developing a strong, responsive, and diverse nursing workforce aimed at advancing the health of our communities, state, and nation.

## **Philosophy of the College of Nursing**

Nursing is an art and science reflective of and responsive to an ever-changing healthcare environment. Nursing professionals utilize clinical judgment, quality improvement, informatics, teamwork and collaboration to provide safe, culturally-competent, patient-centered care. The goal of the professional nurse is to protect, promote, and restore comfort and health throughout the lifespan.

Education as a life-long, interactive process provides the opportunity for the adult learner to develop personally, socially, and intellectually. The adult learner's previous life experiences and knowledge provide a foundation for acquiring new knowledge, skills, and attitudes.

Associate Degree Nursing (ADN) prepares the graduate for entry into professional nursing practice. As a registered nurse generalist the ADN graduate leads, manages, and provides direct care to individuals, families, and groups across various healthcare environments.

## **CCRI Graduate Learning Outcomes (EPSLOs)**

Upon successful completion of the Associate of Science in Nursing degree, the graduate will:

1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patients across the lifespan. (Safety and patient-centered care)
2. Apply critical thinking and clinical reasoning to make evidence-based decisions. (Nursing judgment)
3. Implement established quality measures to improve patient care. (Quality improvement and safety)
4. Participate in collaborative relationships with members of the interprofessional team, the patient, family and/or designee to achieve quality patient-centered care. (Teamwork and collaboration)
5. Utilize information systems and patient care technology to communicate, implement best nursing practices, minimize risk, and support clinical decision making. (Informatics)
6. Demonstrate leadership skills in a variety of healthcare settings for diverse patients. (Professional identity)
7. Exhibit professional behaviors within legal and ethical practice frameworks. (Professional identity)

## Core Organizing Concepts

### **Patient-centered care**

Patient-centered care is focused on the patient or designee as the source of control in consideration of patient and family cultural preferences, beliefs, and values. As an advocate the nurse provides timely, compassionate, and coordinated care.

### **Nursing Judgment (Evidence-based Practice)**

Nursing judgment is the process of applying critical thinking and scientific reasoning skills to make appropriate clinical decisions based on current best evidence.

### **Safety and Quality Improvement**

Safety involves minimizing the risk of harm to patients, families, and providers through established best practices. Quality improvement utilizes clinical data to monitor and improve healthcare outcomes

### **Professional Identity**

Professional identity incorporates actions that reflect integrity, leadership, accountability and legal/ethical responsibility in accordance with established nursing standards of practice.

### **Teamwork and Collaboration**

Teamwork involves functioning effectively within nursing and interprofessional teams. Collaboration fosters effective communication, mutual respect and shared decision making to achieve quality patient-centered care.

### **Informatics and Technology**

Informatics is the use of technology to access appropriate information, communicate effectively, and implement best nursing practices to support safe clinical decision making.

## Concept Definitions

1. *Perfusion*: a normal physiologic process that requires the heart to generate sufficient cardiac output to transport blood through patent blood vessels for distribution in the tissues throughout the body. *Tissue perfusion* refers to the flow of blood through arteries and capillaries, delivering nutrients and oxygen to cells, and removing cellular waste products.
2. *Mobility*: the ability to move in one's environment with ease and without restriction.
3. *Cognition*: the mental process of knowing, including aspects such as awareness, perception, reasoning and judgment: that which comes to be known, as through perception, reasoning or intuition: knowledge.
4. *Sensation*: the perception or awareness of stimuli through the senses
5. *Nutrition*: the process of taking in and utilizing food substances to generate energy and supply materials used in bodily processes.



6. *Metabolism*: the sum of all chemical reactions that take place in every cell of the body, providing energy for the processes of life and synthesis of new cellular material.
7. *Elimination*: the process of excretion from the body of indigestible materials and cellular waste products.
8. *Coping*: the conscious attempt to solve personal and interpersonal problems and seeking to master, minimize, or adapt to change, stress or opportunity.
9. *Mood & Affect*: an emotional state and its observable manifestation.
10. *Protection*: that which prevents the body from suffering harm or injury: mechanisms of protection include skin integrity, the immune system, and the inflammatory response.
11. *Oxygenation*: provision of oxygen, through gas exchange, to a to all cells and tissues of the body.
12. *Sexuality*: the complex integration of biological sex, sexual response, gender identity, gender role, sexual partner preference and reproduction and the contribution of these to one's own identity.