



POLYTECHNIC INSTITUTION

School of Health Sciences
Bachelor of Science in Nursing

Course Outline

NURS 1065
Pharmacology 3

Start Date:	August 17, 2009	End Date:	December 11, 2009
Total Hours:	17	Total Weeks:	17
Hours/Week:	1	On-line:	1
Term/Level:	3	Course Credits:	1

Co requisites:

Course No.	Course Name
NURS 3034	Nursing of Families Clinical
NURS 3038	Mental Health Nursing Clinical

NURS 1065 is a prerequisite for:

Course No.	Course Name
NURS 4032	Clinical Practice 4

■ **Course Description (required)**

This course assists learners to further develop pharmacology knowledge and application of specific pharmacological interventions. Drug classifications knowledge will assist learners to expand their theory and application of the scope of specific pharmacological interventions. This course expands on the learner's abilities to relate drug action(s) to patient physiology and/or pathophysiology and to anticipate effects based on this understanding. Interventions related to monitoring patient response to drugs will be expanded upon. Learners will refine and develop confidence with on-line learning, interaction and interaction analysis skills reflecting multiple dimensions of on-line interactivity. Course content includes psychotherapeutic agents substance misuse, environmental influences on drug therapy, drug therapy and children, drug therapy and pregnant and breastfeeding patients, drugs affecting the GI tract drugs, endocrine system drugs and chemotherapeutic agents.

■ **Evaluation**

On-line Participation	20 %
Case Study	15 %
Midterm Exam	25 %
Final Exam	40 %
Total	100 %

Comments:

To successfully complete this course, the student must:

1. Actively participate in on-line discussions.
2. Complete all assignments and exams.
3. Achieve a final grade of 50%
4. Students must meet the participation requirement in order to receive a Satisfactory standing in this course.

■ **Course Learning Outcomes/Competencies**

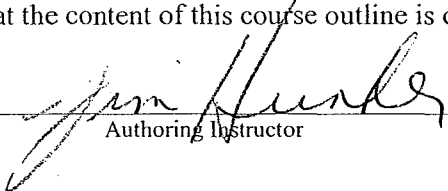
At the end of this course the student will be able to:

1. Apply knowledge of pharmacokinetics and pharmacodynamics to selected drug categories.
2. Relate specific drug action(s) to human physiology and/or pathophysiology to predict therapeutic and adverse effects.
3. Explain in-depth assessments required when administering medications and monitoring patients for therapeutic drug effects, adverse reactions, toxicity and drug interactions.
4. Apply selected pharmacological concepts and principles to patient situations.

5. Discuss nursing responsibilities related to health promotion and patient teaching.
6. Demonstrate confidence with on-line learning skills including effective, progressive participation and evaluation of on-line interaction and communication.

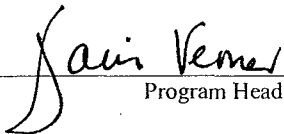
■ Verification

I verify that the content of this course outline is current.


Authoring Instructor

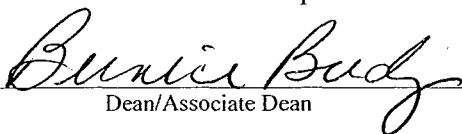

Date

I verify that this course outline has been reviewed.


Program Head


Date

I verify that this course outline complies with BCIT policy.


Dean/Associate Dean


Date

Note: Should changes be required to the content of this course outline, students will be given reasonable notice.

▲ **Instructor:**

Jim Hunter	Office Location:	SE12-439	Office Phone:	604-432-8916
(Course Leader)	Office Hours:	By appointment	e-Mail Address:	Jim_Hunter@bcit.ca
Kim Munich	Office Location:	SE12-418	Office Phone:	604-451-6947
	Office Hours:	By appointment	e-Mail Address:	Kim_Munich@bcit.ca

■ **Learning Resources**

Required:

1. Aschenbrenner, D. S. & Venable, S.J. (2008). *Drug therapy in nursing (3rd ed)*. New York: Lippincott.
2. Spratto, R.G. & Woods, A. L. (2008). *PDR nurse's drug handbook*. Thompson Delmar Learning: New York.

■ **Information for Students**

The following statements are in accordance with BCIT Student Regulations Policy 5101, BCIT Student Code of Conduct (non-academic) Policy 5102, BCIT Student Evaluation Policy 5103, and BCIT Academic Integrity and Appeals Policy 5014. To review the full policies, please refer to <http://www.bcit.ca/about/administration/policies.shtml>

Attendance/Illness:

In case of illness or other unavoidable cause of absence, the student must communicate as soon as possible with his/her instructor or Program Head or Chief Instructor, indicating the reason for the absence. Prolonged illness of three or more consecutive days must have a BCIT medical certificate sent to the department. Excessive absence may result in failure or immediate withdrawal from the course or program.

Cheating, Fabrication, Plagiarism, and/or Dishonesty:

First Offense: Any student in the School of Health Sciences involved in an initial act of academic misconduct - cheating, fabrication, plagiarism, and/or dishonesty will receive a Zero (0) or Unsatisfactory (U) on the particular assignment and may receive a Zero (0) or Unsatisfactory (U) in the course, at the discretion of the Associate Dean.

Second Offense: Any student in the School of Health Sciences involved in a second act of academic misconduct - cheating, fabrication, plagiarism, and/or dishonesty will receive a Zero (0) or Unsatisfactory (U) on the particular assignment and may receive a Zero (0) or Unsatisfactory (U) in the course, and the Associate Dean will recommend to the BCIT Vice-President, Education and/or President, that the student be expelled from the program.

Attempts:

BCIT Nursing Program Student Guidelines, Policies and Procedures which are located online at <http://www.bcit.ca/health/nursing/> state: Applicants who have any combination of two instances of withdrawal or failure in a Nursing Theory course will be readmitted to the program "with written permission from the Associate Dean, who will detail any special considerations". Applicants, who have any combination of two instances of withdrawal or failure in any Nursing Practicum course for academic or performance reasons, will not be readmitted to the program.

■ **Information for Students (continued)**

Accommodation:

Any student who may require accommodation from BCIT because of a physical or mental disability should refer to BCIT's Policy on Accommodation for Students with Disabilities (Policy #4501), and contact BCIT's Disability Resource Centre (SW1-2300, 604-451-6963) at the earliest possible time. Requests for accommodation must be made to the Disability Resource Centre, and should not be made to a course instructor or Program area.

Any student who needs special assistance in the event of a medical emergency or building evacuation (either because of a disability or for any other reason) should also promptly inform their course instructor(s) and the Disability Resource Centre of their personal circumstances.

■ **Learning Process Threads**

- **Professionalism:** Students continue to build upon a knowledge base regarding pharmacology and the role of the professional nurse. They anticipate and prepare for potential clinical decision making situations. They explore situations and respond with sound clinical judgement. Students continue to develop professionalism by actively engaging in learning partnerships with peers, instructors, patients and health team members. Professionalism involves development of reasoning and reflection to develop professional nursing attitudes, knowledge, judgement and skills. Professionalism means making the client the primary focus of nursing and committing to providing a service in the public interest. Professionalism contributes to independent and interdependent nursing practice.
- **Communication:** Students improve computer literacy by using Internet course materials and resources and by communicating through asynchronous discussion forums. Students thoughtfully and thoroughly discuss course content through partnerships formed with peers and instructors. Students take an increased role with facilitation of group functioning to achieve course goals. Communication includes-mail, word-processed assignments and electronic postings reflective of a professional nurse.
- **Systematic Inquiry:** Students use questioning and feedback to help them think critically. Students discuss their own work with others and take action to improve own clinical decision making. Students continue to develop independent clinical reasoning. Students access course materials, academic literature and on-line resources for research information and course work. Students challenge assumptions, consider the importance of context, and imagine alternate perspectives to further develop critical thinking and decision making ability. Clinical judgement for nursing students is a decision making process that necessarily includes critical thinking and research that allows nursing students to make the best decision possible with the information they have at the time.
- **Professional Growth:** Through a process of self-inquiry and self-discovery, students focus on participating in group learning by sharing accurate, relevant information in a professional manner. Students are responsible and accountable for their learning and evaluate their performance and assess learning gaps. Through reflection on these gaps and why they might exist, students manage information to search for learning opportunities, think critically about learning opportunities and then critically appraise the consequences of the learning opportunities implemented. Students value continually updating pharmacology knowledge and are committed to professional growth. Professional growth and personal growth impact each other. Professional growth requires self discipline,

initiative, commitment to the profession and passion for the practice. Partnerships with instructors, students, and patients/clients enhance professional growth. Nurses are responsible for their professional growth and accountable to their professional body for maintaining standards of practice.

- **Creative Leadership:** Students continue to develop creative leadership that enhances and supports the creative potential within group members by nourishing a common vision and focusing activity on towards the common goal. Students continue to develop on-line facilitation skills within groups. They demonstrate credibility, accountability, assertiveness, problem solving, judgement and initiative within groups. Students recognize the contributions of others while supporting self direction.
- **Technology in Practice:** Students continue to develop an understanding of the impact of technology on nursing practice. Students use electronic media to discuss rationales and nursing responsibilities related to administration of medications and to the assessment of patients who receive medications. Students continue to develop skills in using electronic educational and research technology. As technology-in-practice evolves, nurses critically analyze the impact of it on patients, health-care workers and the health care system. Technology-in-practice is influenced by culture, socially accepted practices and values and it influences culture, socially accepted practices and values.

■ Assignment Details

- All assignments must be completed to pass the course.
- Students must participate and engage in on-line discussion with their group at least twice during each on-line module. See discussion assignment grading rubric for an in-depth explanation and expectations of this assignment. Students must meet the participation requirement in order to receive a Satisfactory standing in this course.
- All quizzes/self-tests associated with each module should be completed on-line. Self tests in this course are not included in grading, but are for student self assessment of learning.
- The case-study assignment is a group assignment and will be submitted as a written report. All members of a group will receive the same grade. This assignment will be completed within your on-line discussion group.
- The midterm and final exams are completed on-line and consist of open-book multiple choice questions.



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Course Outline

Schedule by Week

Week	Students who start term in Mental Health		Students who start term in Family Nursing	
	Material Covered and Readings	Assignment and Due Date	Material Covered and Readings	Assignment and Due Date
1	<p>NURS 1065 Student Orientation</p> <p>Read Desire-2-Learn documents posted on the course website to familiarize yourselves with the electronic learning environment.</p> <p>Introduction to Course</p> <ul style="list-style-type: none"> Text-based communication technologies <p>Module 1 Psychotherapeutic Agents</p>	<ul style="list-style-type: none"> Access course and become familiar with Desire-2-Learn environment Read course outline and orientation module Access course content module Read Discussion message — student introduction Post own student introduction for the group by the end of Week 1 <ul style="list-style-type: none"> Begin work on Module 1 	<p>NURS 1065 Student Orientation</p> <p>Read Desire-2-Learn documents posted on the course website to familiarize yourselves with the electronic learning environment.</p> <p>Introduction to Course</p> <ul style="list-style-type: none"> Text-based communication technologies <p>Module 1 Pregnant and Breast-Feeding Patients; Uterine Health</p>	<ul style="list-style-type: none"> Access course and become familiar with Desire-2-Learn environment Read course outline and orientation module Access course content module Read Discussion message — student introduction Post own student introduction for the group by the end of Week 1 <ul style="list-style-type: none"> Begin working on Module 1

Week	Students who start term in Mental Health		Students who start term in Family Nursing	
	Material Covered and Readings	Assignment and Due Date	Material Covered and Readings	Assignment and Due Date
2 3	<p>Module 1 Psychotherapeutic Agents</p> <p>Aschenbrenner, D. S. & Venable, S. J. <i>Drug therapy in nursing</i>.</p> <p>Chapter 19: Drugs Treating Mood Disorders</p> <p>Chapter 20: Drugs Treating Psychotic Disorders and Dementia</p> <p>Chapter 21: Drugs Treating Seizure Disorders</p>	<ul style="list-style-type: none"> • Participate in on-line discussions at least twice during this and each subsequent module • Complete self-test 	<p>Module 1 Pregnant and Breast-Feeding Patients; Uterine Health</p> <p>Aschenbrenner, D. S. & Venable, S. J. <i>Drug therapy in nursing</i>.</p> <p>Chapter 7: Life Span: Pregnant or Breast-Feeding Women</p> <p>Chapter 56: Drugs Affecting Uterine Motility</p>	<ul style="list-style-type: none"> • Participate in on-line discussions at least twice during this and each subsequent module • Complete self-test

Week	Students who start term in Mental Health		Students who start term in Family Nursing	
	Material Covered and Readings	Assignment and Due Date	Material Covered and Readings	Assignment and Due Date
4	Module 2 Environmental Influences; Drugs Affecting the GI Tract	Required activities:	Module 2 Pharmacology and Children; Women's Health	Required activities:
5		• Participate a minimum of twice during on-line discussions		• Participate a minimum of twice during on-line discussions
6	Aschenbrenner, D. S. & Venable, S. J. <i>Drug therapy in nursing</i> . Chapter 11: Environment: Influences on Drug Therapy Chapter 50: Drugs Affecting the Upper GI Tract Chapter 51: Drugs Affecting the Lower GI Tract	• Complete self-test for module	Aschenbrenner, D. S. & Venable, S. J. <i>Drug therapy in nursing</i> . Chapter 6: Life Span: Children Chapter 55: Drugs Affecting Women's Health and Sexuality	• Complete self-test for module

Week	Students who start term in Mental Health		Students who start term in Family Nursing	
	Material Covered and Readings	Assignment and Due Date	Material Covered and Readings	Assignment and Due Date
7 8	Module 3 Substance Use; Drugs Treating HIV Aschenbrenner, D. S. & Venable, S. J. <i>Drug therapy in nursing</i> . Chapter 9: Lifestyle: Substance Abuse Chapter 46: Drugs Treating HIV Infection and AIDS	Required activities: <ul style="list-style-type: none"> • Participate a minimum of twice during on-line discussions • Complete self-test for module 	Module 3 Endocrine System Drugs; Drugs Treating HIV Aschenbrenner, D. S. & Venable, S. J. <i>Drug therapy in nursing</i> . Chapter 53: Drugs Affecting Pituitary, Thyroid, Parathyroid and Hypothalamic Function Chapter 46: Drugs Treating HIV Infection and AIDS	Required activities: <ul style="list-style-type: none"> • Participate a minimum of twice during on-line discussions • Complete self-test for module
9	Module 4 Pregnant and Breast-Feeding Patients; Uterine Health <ul style="list-style-type: none"> • Begin work on Module 4 	Required activities: <ul style="list-style-type: none"> • Mid-Term Exam • Thursday Oct 15th – time TBA • Covers Module 1, 2, 3 • On-line, open book • 30 M/C questions 	Module 4 Psychotherapeutic Agents <ul style="list-style-type: none"> • Begin work on Module 4 	Required activities: <ul style="list-style-type: none"> • Mid-Term Exam • Thursday Oct 15th – time TBA • Covers Module 1, 2, 3 • On-line, open book • 30 M/C questions

Week	Students who start term in Mental Health		Students who start term in Family Nursing	
	Material Covered and Readings	Assignment and Due Date	Material Covered and Readings	Assignment and Due Date
10 11	<p>Module 4 Pregnant and Breast-Feeding Patients; Uterine Health</p> <p>Aschenbrenner, D. S. & Venable, S. J. <i>Drug therapy in nursing</i>.</p> <p>Chapter 7: Life Span: Pregnant or Breast-Feeding Women</p> <p>Chapter 56: Drugs Affecting Uterine Motility</p>	<p>Required activities:</p> <ul style="list-style-type: none"> • Participate a minimum of twice during on-line discussions • Complete self-test for module 	<p>Module 4 Psychotherapeutic Agents</p> <p>Aschenbrenner, D. S. & Venable, S. J. <i>Drug therapy in nursing</i>.</p> <p>Chapter 19: Drugs Treating Mood Disorders</p> <p>Chapter 20: Drugs Treating Psychotic Disorders and Dementia</p> <p>Chapter 21: Drugs Treating Seizure Disorders</p>	<p>Required activities:</p> <ul style="list-style-type: none"> • Participate a minimum of twice during on-line discussions • Complete self-test for module

Week	Students who start term in Mental Health		Students who start term in Family Nursing	
	Material Covered and Readings	Assignment and Due Date	Material Covered and Readings	Assignment and Due Date
12	Module 5 Pharmacology and Children; Women's Health	Required activities: <ul style="list-style-type: none"> • Preparation for Case Study Assignment Due: November 30 (Monday, Week 16) • Participate a minimum of twice during on-line discussions • Complete self-test for module 	Module 5 Environmental Influences; Drugs Affecting the GI Tract	Required activities: <ul style="list-style-type: none"> • Preparation for Case Study Assignment Due: November 30 (Monday, Week 16) • Participate a minimum of twice during on-line discussions • Complete self-test for module
13	Aschenbrenner, D. S. & Venable, S. J. <i>Drug therapy in nursing.</i>		Aschenbrenner, D. S. & Venable, S. J. <i>Drug therapy in nursing.</i>	
14	Chapter 6: Life Span: Children Chapter 55: Drugs Affecting Women's Health and Sexuality		Chapter 11: Environment: Influences on Drug Therapy Chapter 50: Drugs Affecting the Upper GI Tract Chapter 51: Drugs Affecting the Lower GI Tract	

Week	Students who start term in Mental Health		Students who start term in Family Nursing	
	Material Covered and Readings	Assignment and Due Date	Material Covered and Readings	Assignment and Due Date
15 16	<p>Module 6 Endocrine System Drugs; Chemotherapeutic Agents</p> <p>Aschenbrenner, D. S. & Venable, S. J. <i>Drug therapy in nursing</i>.</p> <p>Chapter 53: Drugs Affecting Pituitary, Thyroid, Parathyroid and Hypothalamic Function</p> <p>Chapter 36: Drugs That are Cell Cycle-Specific</p> <p>Chapter 37: Drugs That are Cell Cycle-Nonspecific</p>	<p>Required activities:</p> <ul style="list-style-type: none"> • Case Study Assignment Due: Monday Nov 30 • Participate a minimum of twice during on-line discussions • Complete self-test for module • Self-evaluation of discussion participation emailed to instructor by December 11 using tool provided 	<p>Module 6 Substance Use; Chemotherapeutic Agents</p> <p>Aschenbrenner, D. S. & Venable, S. J. <i>Drug therapy in nursing</i>.</p> <p>Chapter 9: Lifestyle: Substance Abuse</p> <p>Chapter 36: Drugs That are Cell Cycle-Specific</p> <p>Chapter 37: Drugs That are Cell Cycle-Nonspecific</p>	<p>Required activities:</p> <ul style="list-style-type: none"> • Case Study Assignment Due: Monday Nov 30 • Participate a minimum of twice during on-line discussions • Complete self-test for module • Self-evaluation of discussion participation emailed to instructor by December 11 using tool provided
17	Final Exam On-line: Covers Modules 4, 5, 6	Date & Time TBA	Final Exam Online: Covers Modules 4, 5, 6	Date & Time TBA