



INSTRUCTIONAL PACKAGE

PNR 121

Fundamentals of Pharmacology

201920
Spring/2020

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 201910

COURSE PREFIX: PNR 121

COURSE TITLE: Fundamentals of Pharmacology

CONTACT HOURS: 2.0

CREDIT HOURS: 2.0

RATIONALE FOR THE COURSE:

This is an introductory course to the concepts of pharmacology and medication administration. Emphasis is on calculation of dosages, administration of medications, and correct use of abbreviations. Effects of specific drugs are presented.

COURSE DESCRIPTION:

This course is an introduction to basic concepts of pharmacology. Dosage calculations, medication administration, and common drug classifications are among the concepts explored.

PREREQUISITES/CO-REQUISITES:

Acceptance into the Practical Nursing Program

Co-requisites PNR 110, MAT 155 and BIO 210

(Please note: progression to PNR 120 is contingent upon previous successful completion within the specified time specified by the current HGTC college catalog, or current enrollment in these courses)

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

Student picture ID badge

Simple calculator

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.

WaveNet and D2L email access.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Upon completion of this course in the PN curriculum, the student will be able to:

1. Safety

Apply basic knowledge of safety related to pharmacotherapeutics.

2. Clinical Decision Making

Describe clinical decision making related to pharmacotherapeutics when providing nursing care in health care environments.

3. Teamwork and Collaboration

Discuss the roles of the health care team as it relates to pharmacotherapeutics.

4. Professional Behavior

5. Explain the importance of ethical and regulatory standards related to the handling and administration of pharmacotherapeutics.

6. Patient-Centered Care

7. Recognize the effect that age, gender, race, and weight have on pharmacotherapeutics within the human body.

Module one: Calculate weight or capacity between the unit systems metric, apothecaries and household.

Materials covered: Watkins Chapter 7

Assessment(s): In class activity, unit exam, student portfolio

Learning Outcomes:

1. Memorize the components of the metric, apothecary, and household measurement systems.
2. Convert measurements between the metric, apothecary, and household measurement systems.
3. Determine safe abbreviations for measurement systems.
- 4.** Discuss how ensuring accuracy when completing conversions among measurement systems ensures the safety of the client.

Module two: Demonstrate basic math skills needed to calculate medication dosages correctly using metric, apothecaries and household measurement system.

Materials covered: Watkins Chapters 6, 8

Assessment(s): In class activity, unit exam, student portfolio

Learning Outcomes:

1. Calculate medication dosages.
2. Determine client need when a healthcare provider orders medication based on a range (For example: as needed medications)
3. Define basic concepts of safety when calculating drug dosages in a clinical area.
4. State if dosages ordered by physician is safe.
5. Locate the important identifying factors on a medication label.
6. Discuss role of calculating medications accurately when administering medications.

Module three: Identify the Basic principles of drug actions in the body

Materials covered: Watkins 1, 2, 3, 4, 5

Assessment(s): In class activity, unit exam, student portfolio, and demonstration

Learning Outcomes:

1. Define the role of the licensed practical nurse in administration of medication to a client.
2. Demonstrate the steps in medication administration.
3. Describe safety issues the nurse should review when administering medication.
4. Discuss the importance of clinical decision making when administering medications.
5. Discuss teamwork and collaboration in the safe administration of medications.

Module four: Identify & define the routes of administration of medication

Materials covered: Watkins Chapters 9 and 10

Assessment(s): In class activity, unit exam, student portfolio, demonstration

Learning Outcomes:

1. Identifying routes for medication administration.
2. Compare the subcutaneous verses intramuscular sites.
3. Identify the landmarks for injections.
4. Compare the subcutaneous verses intramuscular sites.
5. Explain rationales for the most appropriate sites given varying clients (for example: thin/obese or adult/child).

Module five: Discriminate between the actions of drugs in different classifications.

Materials covered: Watkins Chapters 11-20

Assessment(s): In class activity, unit exam, student portfolio

Learning Outcomes:

1. Identify the basic classification system of medications using a list presented in the text.
2. Discuss the mechanism of action, side effects, nursing consideration, and safety concerns related to a list of specific medications.
3. Demonstrate ability to complete a medication drug card for a list of specific medications.
4. Discuss the examples of patient centered care related to a list of specific medications.
5. Compare the actions of drugs that work on the same body system for selected drugs.

Module six: Determine one publication that may be used as a reference source for drug information

Materials covered: Watkins Chapter 2

Assessment(s): In class activity, unit exam, student portfolio

Learning Outcomes:

1. Acknowledge different resources for obtaining information about medications by adapting to resources found in different clinical sites.
2. Discuss ways to use these resource to make clinical decisions as a nurse.
3. Explain how use of reference sources to research drugs impacts the professional practice of the nurse.

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Tests	70%
Assignments	10%
Final Exam	20%
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	100%

GRADING SYSTEM:

A = 100 – 90, B = 89- 80, C = 79 – 77, D = 76 – 60, F = 59 and below.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX

Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

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<p>Dr. Melissa Batten, VP Student Affairs <i>Title IX Coordinator</i></p> <p>Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu</p>	<p>Jacquelyne Snyder, VP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i></p> <p>Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu</p>