

NURS 1061- L2R Syllabus C

Course Learning Outcomes (CLO)

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.
2. Explain the evidence-based measures to ensure the prevention of medication errors.
3. Describe the legal and ethical principles related to the practice of medication administration.
4. Explain basic principles of pharmacology and commonly used terminology.
5. Demonstrate basic dosage calculations.
6. Identify technology available to ensure safe medication administration.
7. Describe the importance of assessing personal preferences, beliefs, and values when administering medications.
8. Discuss the role of team members as they pertain to medication orders and considerations.

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Class Date	Concept and Exemplars	Student Learning Outcomes	Pre-Class Assignment
CLASS 1	<p>Safety and Quality Improvement</p> <p><i>Introduction to Dosage Calculations</i></p>	<ol style="list-style-type: none"> 1. Correctly perform basic dosage calculations.(CLO 5) 2. Correctly perform conversion calculations from different methods of measurement (i.e. household to metric). (CLO 5) 3. Demonstrate correct use of equipment used for medication administration. 	<p>Readings: Sienkiewicz Chapter 2, 3, 8, 9</p> <p>Pre-class Assignments: Sienkiewicz</p> <p><i>Learning Activities:</i></p> <ul style="list-style-type: none"> • Pages 38, 43, 46, 50, 53: 2-4, 2-5, 2-6, 2-8, 2-9 • Pages 67 & 81: 3-1, 3-2 • Pages 203, 210: 8-1, 8-2 • Pages 230, 239, 248: 9-1, 9-2, 9- 3 <p><i>Please bring a copy of all syllabi (A/B/C) to class for review.</i></p> <p>Continued Learning (after class): Continue dosage calculations modules:</p> <p>Review McCustion Ch.11</p>

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CLASS 2	<p><i>Professional Identity Safety and Quality Improvement</i></p> <p>Safety of Medication Administration and Role of the Nurse</p>	<ol style="list-style-type: none"> 1. Review the patient rights of medication administration. (CLO 1, 2, 3, 6, 8) 2. Discuss technology and systems in place to prevent medication errors. (CLO 6) 3. Examine the importance of teamwork and collaboration in medication administration. (CLO 1, 7) 4. Define the role of the nursing process and safe medication administration. (CLO 1, 2) 	<p>Readings: McCuiston Chapter 8, 9 Pre-class Assignments: McCuiston Complete NCLEX Study Questions Ch. 8 & 9 Sienkiewicz <i>Learning Activities:</i> pp. 141, 145, 146, 149: 6-1, 6-2, 6-3, 6-4</p> <p>Complete Medication Orders Errors Worksheet DUE</p> <p>Watch the Dennis Quaid video on Bb before coming to class.</p> <p>Continued Learning (after class): Continue dosage calculations modules:</p>

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Class Date	Concept and Exemplars	Student Learning Outcomes	Pre-Class Assignment														
CLASS 3	<p><i>Safety and Quality Improvement</i></p> <p>Routes of Medication Administration</p>	<p>1. CLO 5</p> <p>2. Review routes of medication administration.</p> <p>3. Differentiate administration techniques and equipment for various routes of medication.</p>	<p>Readings: McCuiston Chapter 10</p> <p>Continued Learning (after class): NCLEX study questions McCuiston Ch. 10 (self-study)</p> <p>Prior to NURS1010 Medication Administration Lab please review the following skills: Administration of medications via these routes:</p> <table border="0"> <tr> <td>Oral</td> <td>ID</td> </tr> <tr> <td>Sublingual</td> <td>Subcut</td> </tr> <tr> <td>Buccal</td> <td>IM</td> </tr> <tr> <td>Topical</td> <td>Rectal</td> </tr> <tr> <td>Transdermal</td> <td>Vaginal</td> </tr> <tr> <td>Ophthalmic</td> <td>Inhalation</td> </tr> <tr> <td>Otic</td> <td>Nasal</td> </tr> </table> <p>Sienkiewicz</p>	Oral	ID	Sublingual	Subcut	Buccal	IM	Topical	Rectal	Transdermal	Vaginal	Ophthalmic	Inhalation	Otic	Nasal
Oral	ID																
Sublingual	Subcut																
Buccal	IM																
Topical	Rectal																
Transdermal	Vaginal																
Ophthalmic	Inhalation																
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CLASS 4			<p>Ch. 9 pp. 225-278 Ch. 10 pp. 285-343</p>														

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	<p>Safety and Quality Improvement</p> <p><i>IV Dosage & Reconstitution Calculations</i></p> <p><i>Patient Centered Care</i> Introduction to Pharmacology, Part 1: Medication Considerations</p>	<ol style="list-style-type: none"> 1. All student learning outcomes for classes 1-3. 2. Correctly perform basic dosage calculations.(CLO 5) 3. Correctly perform conversion calculations from different methods of measurement (i.e. household to metric). (CLO 5) 4. Demonstrate correct use of equipment used for medication administration. 5. Discuss how patient's age, spiritual, cultural, and personal preferences affect medication administration. 6. Discuss core ethical principles and the nurse's role in clinical research. 7. Review the drug approval process. 	<p>Readings: McCuiston Chapter 1, 3, 6</p> <p>Pre-class Assignments:</p> <p>Continued Learning (after class): NCLEX study questions Ch. 1, 3, 6 (self-study)</p>

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CLASS 5	<p>Introduction to Pharmacology, Part 2</p> <p><i>Non-opioid pain medications</i></p> <p><i>Medication Exemplars</i></p> <p><i>Acetaminophen</i></p> <p><i>NSAIDs</i> <i>Aspirin</i> <i>Ibuprofen</i> <i>Naproxen</i> <i>Celecoxib</i></p>	<ol style="list-style-type: none"> 1. Discuss/define each of the following pharmacological concepts: <ol style="list-style-type: none"> a. Absorption b. Distribution c. Metabolism d. Excretion e. Side/Adverse effects f. Contraindications g. Toxicity 2. Discuss the mechanism of action of commonly used non-opioid pain medications. 3. Correctly identify medication classes and common side effects of commonly used non-opioid pain medications. 	<p>Readings: McCuiston Chapter 2</p> <p>Pre-class Assignments: NCLEX Study Questions Chapter 2 (self-study) Define each concept listed</p> <p>Continued Learning (after class): NCLEX study questions Ch. 2 (self-study)</p> <p>Readings: McCuiston Chapter 24, 25</p> <p>Pre-class Assignments: Complete NCLEX Review Questions for Ch. 24 & 25</p> <p><i>Making Medication cards for exemplar medications is highly recommended.</i></p>

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Class Date	Concept and Exemplars	Student Learning Outcomes	Pre-Class Assignment
CLASS 6	<p><i>Medications affecting Metabolism and Elimination:</i> <i>Gastrointestinal Medications</i> Laxatives</p> <ul style="list-style-type: none"> • Lactulose • Polyethylene Glycol • Milk of magnesia • Bisacodyl • Metamucil • Docusate Sodium <p>Antidiarrheals</p> <ul style="list-style-type: none"> • Loperamide • Bismuth subsalicylate <p>Antiulcer</p> <ul style="list-style-type: none"> • Omeprazole • Famotidine • Sucralfate • Misoprostol <p>Calcium Carbonate</p> <p><i>Medications affecting Protection:</i> <i>Introduction to anti-infectives Medication</i> <i>Exemplars:</i> Penicillins</p> <ul style="list-style-type: none"> • penicillin G • penicillin V • Amoxicillin (Amoxil) 	<ol style="list-style-type: none"> 1. Plan and prioritize nursing care for patients with impaired metabolism prescribed commonly used medications that affect gastric secretions, gastric pH and protection of the GI tract. 2. Correctly identify medication classes and common side effects of medications that affect gastric secretions, gastric pH, motility and protection of the GI tract. <ol style="list-style-type: none"> 3. Discuss nursing care for patients taking commonly used anti-infective medications. 4. Correctly identify medication classes and common side effects of commonly used anti-infective medications. 	<p>Readings: McCuiston Ch.42 & 43</p> <p>Pre-class Assignments: Complete McCuiston Critical Thinking Case study for Ch. 42 & 43 <i>Making Medication cards for exemplar medications is highly recommended.</i></p> <p>Readings: McCuiston Ch.26</p> <p>Pre-class Assignments: <i>Making Medication cards for exemplar medications is highly recommended.</i></p>

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CLASS 7	<ul style="list-style-type: none"> • <i>Ampicillin (Omnipen)</i> • <i>Amoxicillin-clavulanic acid (Augmentin)</i> • <i>Ampicillin-sulbactam (Unasyn)</i> • <i>Piperacillin-tazobactam (Zosyn)</i> <p>Cephalosporins</p> <ul style="list-style-type: none"> • <i>cefazolin sodium (Ancef)</i> <i>cephalexin (Keflex)</i> • <i>cefoxitin sodium (Mefoxin)</i> <i>cefuroxime (Ceftin, Zinacef)</i> • <i>ceftriaxone (Rocephin)</i> <i>ceftazidime (Fortaz)</i> <i>cefepime (Maxipime)</i> 	<ol style="list-style-type: none"> 1. All student learning outcomes for classes 1-6 	