



Form: Course Syllabus	Form Number	EXC-01-02-02A
	Issue Number and Date	2/3/24/2022/2963
	Number and Date of Revision or Modification	05/12/2022
	Deans Council Approval Decision Number	2/3/24/2023
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	Number of Pages	15

1.	Course Title	Pharmacology for Nursing
2.	Course Number	5701204
3.	Credit Hours (Theory, Practical)	(3,0)
	Contact Hours (Theory, Practical)	(3,0)
4.	Prerequisites/ Corequisites	(5701103, 5701210)
5.	Program Title	Bachelor in Nursing Science
6.	Program Code	57
7.	School/ Center	School of Nursing
8.	Department	Nursing
9.	Course Level	Second Year Course
10.	Year of Study and Semester (s)	1 st semester 2024/2025
11.	Program Degree	Bachelor
12.	Other Department(s) Involved in Teaching the Course	Non
13.	Learning Language	English
14.	Learning Types	X Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
15.	Online Platforms(s)	X Moodle X Microsoft Teams
16.	Issuing Date	7/10/2024
17.	Revision Date	-

18. Course Coordinator:

Name: Dr. Mohammad Abu Sabra	
Contact hours: 10.00-11.00 on Sundays, 10.00- 12.00 on Tuesdays	
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19. Other Instructors:



None

20. Course Description:

This course is briefly describing the general principles of pharmacology and the relationship of the nursing profession in this science, as well as covering the most important drugs used in the treatment of various diseases and the relationship of the nurse in administering medications and observes the action of medications and side effects in the patient. The course includes self-nervous system drugs, central nervous system drugs, heart medications and blood vessels, diuretics, anti-infection drugs, cancer drugs, endocrine drugs, digestive system drugs, respiratory drugs, and hormones self-positional drugs.

21. Program Intended Learning Outcomes: (To be used in designing the matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program)

PLO's	*National Qualifications Framework Descriptors*		
	Competency (C)	Skills (B)	Knowledge (A)
1. Demonstrate competency in performing and providing a professional nurse's role in quality care provision for individuals, families, and groups.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Apply principles of effective communication with peers, individuals, families, groups, and health care teams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Utilize critical thinking and problem-solving in planning and implementing nursing care for individuals, families, and groups.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Apply professional standards, values, and behaviors in providing nursing care for individuals, families, and groups.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrate safety measures to protect self, individuals, families, and groups.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Translate organizational, leadership, interprofessional collaboration, and management concepts into nursing care for individuals, families, and groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



7. Utilize evidence-based practice in providing care for individuals, families, and groups.	☒		
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* Choose only one descriptor for each learning outcome of the program, whether knowledge, skill, or competency.

22. The matrix linking the intended learning outcomes of the course -CLO's with the intended learning outcomes of the program -PLO's:

PLO's *	1	2	3	4	Descriptors**		
					Skills	Knowledge	Competency
CLO's 1. Demonstrate competency in performing and providing a professional nurse's role in quality care provision for individuals, families, and groups.	Define the basic principles and terminology of pharmacology	Describe the drug marketing and regulation phases	Recognize differences in physiology and pathophysiology responses that must be considered in assessing correct dosages administered to "at risk" populations such as the child, pregnant	Define the pharmacological terminology pertinent to specific categories and classifications of medications in relation to drug effects on commonly occurring diseases.		X	



			woman, and elderly.				
2. Apply principles of effective communication with peers, individuals, families, groups, and health care teams	Apply knowledge of a drug pharmacokinetics to explain and predict its administration, safety and efficacy	Synthesis the medication record of assigned patients during clinical courses	Apply critical thinking skills in solving various patients' medical problems.	Integrate effective communication in reports of the action, rationale for use, common and/or life threatening side effects, nursing implications, and client teaching issues for each major classification of medications.	X		
3. Utilize critical	Utilize the nursing process	Employ critical	Locate drug information	Manage their time	X		



thinking and problem-solving in planning and implementing nursing care for individuals, families, and groups.	to assess appropriate/inappropriate responses to therapy.	thinking skills to determine the effectiveness of medications administered on client care outcomes	sources and interpret the drug information data provided for health care professionals	in covering the suggested reading and submission the needed assignments			
4. Apply professional standards, values, and behaviors in providing nursing care for individuals, families, and groups.	Construct an educational teaching pamphlet for a patient with selected drug.	Create individualized nursing care plan for patients with various medical conditions undertaking specific drug.	Relate the action, therapeutic indication, adverse reactions clinical monitoring and nursing consideration of major drug classes to treat common medical conditions of the body systems				X



5. Demonstrate safety measures to protect self, individuals, families, and groups.	Relate the importance of renal and hepatic function with drug therapy.	Correlate the actions of the major drug groups with the body system(s) affected.			X		
6. Translate organizational, leadership, interprofessional collaboration, and management concepts into nursing care for individuals, families, and groups.	Explain the mechanism of action, indications, contraindications and cautions, common adverse effects, and clinically important drug-drug interactions for each of the major drug groups.	Identify the prototype for each of the major drug groups.				X	
7. Utilize evidence-based practice in providing care for individuals, families, and groups.	Explain the legal regulation for drug development, approval and testing.	Predict potential drug-drug interactions and drug-food interactions based on physiologi					X



		c responses to pharmacol ogical agents					
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***Linking each course learning outcome (CLO) to only one program outcome (PLO) as specified in the course matrix.**

****Descriptors are determined according to the program learning outcome (PLO) that was chosen and according to what was specified in the program learning outcomes matrix in clause (21).**

24. Topic Outline and Schedule:

Week	Day/date	Topic	Teaching Methods*/platform	Evaluation Methods**	References (Karch 2013)
1	24 & 25 FEB 2024	Introduction to the course Part 1: Introduction to Pharmacology/foundational concepts <ul style="list-style-type: none"> • Introduction to drugs (Ch. 01) • Drug classes and schedule 	Synchronous lecturing/Microsoft teams, Moodle	HW	(p. 03-17)
2	3 & 4 FEB/MAR 2024	<ul style="list-style-type: none"> • Drugs and the body (Pharmacodynamics, Pharmacokinetics) 	Synchronous lecturing/Microsoft teams, Moodle	HW, Q., Ex.	(p. 18-32)
3	10 & 11 MAR 2024	<ul style="list-style-type: none"> • Toxic effect of drugs (Ch.03) • The nursing process in drug therapy and patient safety (Ch. 04) 	Synchronous lecturing/Microsoft teams, Moodle	HW Ex. SA	(p. 33-42) (p. 43-55)
4	17 & 18 MAR 2024	Part 2: Chemotherapeutic Agents <ul style="list-style-type: none"> • Anti-infective Agents (Ch. 08) • Antibiotics (Ch. 09) 	Synchronous lecturing/Microsoft teams, Moodle	HW Ex. SA	(p. 86-95) (p. 96-136)
5	24 & 25 MAR 2024	<ul style="list-style-type: none"> • Antiviral Agents (Ch. 10) • Antifungal Agents (Ch. 11) 	Synchronous lecturing/Microsoft teams, Moodle	HW Ex. SA	(p. 137-162) (p. 163-176)
6	31 & 1 MAR/APR 2024	Part 3: Drug acting on the central and peripheral nervous system	Synchronous lecturing/Microsoft teams, Moodle	HW Ex. SA	(p. 324-338) (p. 376-396) (p. 423-443)



		<ul style="list-style-type: none"> Anxiolytic and Hypnotic Agents (Ch. 20) Anti-seizure Agents (Ch. 23) Narcotics, Narcotic antagonists, & Antimigraine Agents (Ch. 26) General and Local Anesthetic Agents (Ch. 27) 	rosoft teams, Moodle		(p. 444-461)
7	7 & 8 APR 2024	Drug acting on immune system Analgesics & anti-inflammatory Agents (Ch. 16) Immune modulators (Ch 17) Vaccines (Ch 18)			
8	14 & 15 APR 2024	Midterm exam (30%) <ul style="list-style-type: none"> Adrenergic Agonists (Ch. 30) Adrenergic Blocking Antagonists (Ch. 31) Cholinergic Agonists (Ch. 32) Anticholinergic Agents (Ch. 33) 	Synchronous lecturing/Microsoft teams, Moodle	HW Ex. SA Q.	(p. 486-500) (p. 501-519) (p. 520-534) (p. 535-546)
9	21 & 22 APR 2024	Part 4: Drugs acting on Cardiovascular System <ul style="list-style-type: none"> Antihypertensive Agents (Ch. 43) Cardiotonic Agents (Ch. 44) Antiarrhythmic Agents (Ch. 45) 	Synchronous lecturing/Microsoft teams, Moodle	HW Ex. SA	(p. 701-726) (p. 727-742) (p. 743-760)
10	28 & 29 APR 2024	<ul style="list-style-type: none"> Antianginal Agents (Ch. 46) Lipid-Lowering Agents (Ch. 47) Drugs Affecting Blood Coagulation (Ch. 48) Drugs Used to Treat Anemias (Ch. 49) 	Synchronous lecturing/Microsoft teams, Moodle	HW Ex. SA	(p. 761-776) (p. 777-798) (p. 799-823) (p. 824-844)
11	5 & 6 MAY 2024	Assignment Part 5: Drugs acting on Renal System <ul style="list-style-type: none"> Diuretic Agents (Ch. 51) Drugs Affecting the Urinary Tract and the Bladder (Ch. 52) 	Synchronous lecturing/Microsoft teams, Moodle	HW Ex. SA	(p. 855-871) (p. 872-888)
12	12 & 13 MAY 2024	Part 6: Drugs acting on Respiratory System <ul style="list-style-type: none"> Drugs Acting on the Upper Respiratory Tract (Ch. 54) Drugs Acting on the Lower Respiratory Tract (Ch. 55) 	Synchronous lecturing/Microsoft teams, Moodle	HW Ex. SA	(p. 889-920) (p. 921-944)



13	19 & 20 MAY 2024	Part 7: Drugs acting on Gastrointestinal (GI) System <ul style="list-style-type: none"> • Drugs Affecting the GI Secretions (Ch. 57) • Drugs Affecting GI Motility (Ch. 58) • Antiemetic Agents (Ch. 59) 	Synchronous lecturing/Microsoft teams, Moodle	HW Ex. SA	(p. 955-975) (p. 976-992) (p. 993-1005)
14	26 & 27 May 2024	Part 8: Drugs acting on Endocrine System <ul style="list-style-type: none"> • Hypothalamic and Pituitary Agents (Ch. 35) • Adrenocortical Agents (Ch. 36) • Thyroid and Parathyroid Agents (Ch. 37) • Agents to Control Blood Glucose Levels (Ch. 38) 	Synchronous lecturing/Microsoft teams, Moodle	HW Ex. SA	(p. 557-572) (p. 573-587) (p. 588-609) (p. 610-634)
15	30 May 2024	Revision			
	2 – 14 June 2024	FINAL EXAMS WEEK			

25. Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Period (Week)	Platform
Mid-semester test	30%	Topics covered from Week 1-week 6	Week 7	TBA
Assignment (group work)	10% *	Selected topics	Week 10	Moodle, Microsoft teams
Quizzes	10%	All	Ongoing	Moodle, Microsoft teams
Final exam	50%	All	TBA 18-31 May 2024	TBA

26. Course Requirements:

- | | |
|--------------------------|--------------------|
| <input type="checkbox"/> | Audio-Visual Aids |
| <input type="checkbox"/> | E-Learning Website |



- Library Resources Textbook, CDs, Journals.
- Audiovisual Materials.
- Handouts
- Computer/smart phone
- internet connection

27. Course Policies:

A- Attendance policies:

- Students must attend all classes of this course
- Any student with an absence of 15% of the classes of any course will not be allowed to sit for the final exam and will be given the university zero (F grade) in this course.
- In case (b) above, if a student submits an official sick report authenticated by university clinic or an acceptable excuse by the Dean of his/her faculty, the student will be considered as withdrawn from the course, and a “W” will be shown in the transcript for this course.
- Students are not allowed to attend late classes. Any student coming late will not be allowed to attend the class, and he/she will be marked absent.

B- Absences from exams and submitting assignments on time:

- Failure to attend a course exam other than the final exam will result in zero marks unless the student provides an acceptable official excuse to the instructor who approves a make-up exam.
- Failure in attending the final exam will result in zero mark unless the student presents an acceptable official excuse from the Dean of School of Nursing who approves an incomplete exam, usually scheduled to be conducted during the first two weeks of the successive semester.

C- Health and safety procedures:

- Students should comply with the University of Jordan, Ministry of Health, and Ministry of Higher Education rules and regulations for COVID-19 precautions when allowed to attend exams at the university premises, including but not limited to wearing the mask, gloves, and keep 1.5-2M physical segregation from colleagues

D- Honesty policy regarding cheating, plagiarism, misbehavior:

- Cheating, plagiarism, misbehavior attempting to gain marks dishonestly and includes; but are not limited to:
 - Copying from another student’s work.
 - Using materials not authorized by the institute.



- Collaborating with another student during a test without permission.
 - Knowingly using, buying, selling, or stealing the contents of a test.
 - Plagiarism means presenting another person's work or ideas as one's own, without attribution.
 - Using any media (including mobiles) during the exam
 - The participation or the commitment of cheating will lead to applying penalties according to the University of Jordan Students' Discipline rules and regulations No. (94, 49, 47,27, 29):
<http://units.ju.edu.jo/ar/LegalAffairs/Regulations.aspx>
- E- Grading policy:
- A grade of (D) is the minimum passing grade for the course.
- F- Available university services that support achievement in the course:
- online services (e-learning)

28. References:

A- Required book(s), assigned reading and audio-visuals:

- Karch, A. (2013). Focus on Nursing Pharmacology. 6th ed. Philadelphia, PA: Lippincott Williams & Wilkins. 978-1-4511-2834-5

B- Recommended books, materials and media:

- Adams, P., Holland, L. & Urban, C. (2011). *Pharmacology for Nurses: a pathophysiologic approach*. (3rd Ed) New Jersey: Prentice Hall. ISBN 13-978-0-13-508981-1.
- Wilson, B. et al (2012). *Nurse's drug guide 2012* New Jersey: Prentice Hall. ISBN-10: 0-13-259867-X or ISBN-13: 978-0-13-255867-9
- Adam, M. & Urban, C. (2013). *Pharmacology: Pearson New International Edition*. Connections to Nursing Practice. ISBN10:129202786X
- Smith, B. (2016). *Pharmacology for Nurses*. Jones & Barlett Learning. ISBN: 978-1-284-044799.
- Range, H.; Dale, M.; Ritter, J. and Moore, P. (2005). *Pharmacology*. 5th ed. Lippincott
- Lahne, R. (2016). *Pharmacology for Nursing Care*. 9th Ed. ISBN-13-978-0323321907.
- Bullock, S. and Manias, E. (2011). *Fundamentals of Pharmacology*, 6th Ed. Pearson Australia
- Karch, A. (2013). *2013 Lippincott's Nursing Drug Guide*. Philadelphia, PA: Lippincott Williams & Wilkins. 978-1-4511-5022-3
- Nursing pharmacology made incredibly easy (2012). ISBN-13-978-145



- Kizior R. et al (2016). Nursing Drug handbook. 24th ed. ISBN: 978-0-323-35379-3 Elsevier

29. Additional information:

Written assignment: drug label and nursing care plan (weighted 15%)

Pharmacology for nursing (5701204) course

Drug label and nursing care plan assignment (10%)

Each group (2 students) will work together to prepare a medication card and a nursing process for the selected drug. A list of the most commonly used drugs in the hospital to treat various medical conditions will be prepared from your instructor. You will be allocated a drug by chance (choosing from a pool of undisclosed drugs). [Aspirin, Ibuprofen, Morphine, Lidocaine, Colexitab, Dopamine, Atropine, Adrenalin, Captopril, Propranolol, Diltiazem, Losartan, Isordil, Activase, Warfarin, Atorvastatin, Ferrous sulfate, Aldactone, Lasix, Benadryl, Nystatin, Vermox, Levodopa, Zantac, Ondansetron, Metamucil, Omeprazole, Humulin, Gliclazide]

The following information should be included on each medication card. Please use your creativity to prepare a drug form to fill in the extracted information from a specialized drug guide for nursing reference. Please do not exceed an A4 page for the drug instruction.

1. Pharmacological classification
2. Write the other generic names of the same classifications (if applicable)
3. Write trade names (available in Jordan).
4. Indications/use: List
5. Action. How does this medication work in the body?
6. Route, Dose and frequency: List for adults
7. Adverse reactions. List life threatening ones first in ALL CAPS. Then list the most common.



8. Contraindications. List the conditions which would prohibit use of this drug.
9. Food/Drug interactions and/or incompatibility. List.

You also need to write a nursing care plan for a patient receiving the selected drug. This also should not exceed another A4 page. Your nursing process focus for the patient receiving the selected drug and should include the following:

10. Assessment prior to administration
11. Potential nursing diagnosis
12. Planning (patient goal and expected outcomes)
13. Implementation and rationales
14. Patient education/discharge planning
15. Evaluation of outcome criteria

Note: Paper must be submitted by due date to be graded. Late papers will not be accepted unless prior arrangements have been made with instructor. If accepted, a late paper will lose 5 points for every day it is late. **This paper is mandatory and must be submitted in order to receive a grade for this course**

Key criteria for the drug label and nursing care plan are *completeness, accuracy, visual effectiveness,* and *written convention (see the attached assessment rubric) see appendix 1*

Appendix 1: drug label and nursing process focus Assessment Rubric

	Level 1 (poor)	Level 2 (acceptable)	Level 3 (good)	Level 4 (really good)	Level 5 (amazing)
Completeness	<ul style="list-style-type: none"> - missing 2 or more pieces of required information - information is sketchy - no rationales 	<ul style="list-style-type: none"> - missing 1 piece of required information - information given is missing a couple of points - few rationales 	<ul style="list-style-type: none"> - all required information is present - information is thorough, with rational where possible 	<ul style="list-style-type: none"> - all required information is present - information is very thorough (with rationales) and well organized 	<ul style="list-style-type: none"> - all required information is present - information is very thorough (with rationales) and well organized - some extra information is given



Accuracy	<ul style="list-style-type: none"> - 3 pieces of information in the wrong category - 0 sources (references) given - 3 minor errors in your facts OR 2 major errors 	<ul style="list-style-type: none"> - 2 pieces of information in the wrong category - 1 sources (references) are given - 3 minor errors in your facts OR 1 major error 	<ul style="list-style-type: none"> - 1 piece of information in the wrong category - 2 source (references) are given - 2 minor errors in your facts 	<ul style="list-style-type: none"> - 1 piece of information in the wrong category - 3 sources (references) are given - 1 minor error in your facts 	<ul style="list-style-type: none"> - More than 3 sources (references) are given on the back. - information is correctly categorized according to ideas - no errors in your facts
Visual Effectiveness	<ul style="list-style-type: none"> - barely organized - Titles, dates etc. are present - parts are less neat, legible - little use of color - little effort is evident - few pictures 	<ul style="list-style-type: none"> - somewhat organized - Titles, dates etc. are present - somewhat neat, legible - some use of color - some effort is evident - some pictures 	<ul style="list-style-type: none"> - organized - Titles, dates etc. are clear - underlines etc. - reasonably neat, legible - some use of color & pictures - effort is evident 	<ul style="list-style-type: none"> - clearly organized - Titles, dates etc. are clear - underlines etc. - neat, legible - use of color & pictures - effort is evident 	<ul style="list-style-type: none"> - clearly organized - Titles, dates etc. are clear - underlines etc. - neat, legible, good font - use of color & pictures - effort & creativity are evident
Written Conventions	<ul style="list-style-type: none"> - 4 errors in spelling, grammar or other writing conventions 	<ul style="list-style-type: none"> - 3 errors in spelling, grammar or other writing conventions 	<ul style="list-style-type: none"> - 2 errors in spelling, grammar or other writing conventions 	<ul style="list-style-type: none"> - 1 error in spelling, grammar or other writing conventions 	<ul style="list-style-type: none"> - no errors in spelling, grammar or other writing conventions

Name of the Instructor or the Course Coordinator
Mohammad Abu Sabra

Signature:
M. sabra

Date:

7/10/2024

Name of the Head of Quality Assurance
Committee/ Department

Signature:

Date:

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Name of the Head of Department

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Signature:

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Date:



Name of the Head of Quality Assurance
Committee/ School or Center

Signature:

Date:

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Name of the Dean or the Director

Signature:

Date:

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