

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

**03/19/19**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: 3/23/22 Date revised 11/19/24

4. Department/discipline: Nursing

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Pharmacological Application and Concepts II  
Abbreviated course title for Transcripts (25 characters or less): Pharm Concepts II

7. Course Designator: NURS 8. Course Level: 2003

9. Number of Credits: Lecture 2 Lab 0

10. Control Number (on site) 32 Control Number (online) 0

11. Catalog/Course description:

This course integrates the concepts of pharmacotherapeutics, pharmacokinetics, pharmacodynamics, client teaching, and lifespan considerations for the most prescribed drug classes and builds on foundational knowledge.

Through interactive application scenarios and active learning strategies, students work on increasing clinical judgment and application of the nursing process in the context of pharmacological intervention.

12. Course prerequisite(s) or co-requisite(s): / Other courses

Prerequisite(s): NURS 1003 Pharmacological Application and Concepts I

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Program determined

14. **Course Content** (Provide an outline of major topics covered in course)

This course focuses on the practical application of content within the following areas:

1. Review the general principles of pharmacotherapeutics, pharmacokinetics, and pharmacodynamics.
2. Therapeutic response, potential side effects, adverse drug reactions and appropriate interventions of medication therapies.
3. Preparing patient education related to medications and encouraging patient adherence to medication therapy.

### 15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

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

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
1. Implement the principles of pharmacology, pharmacotherapeutics, pharmacokinetics, and pharmacodynamics to medication therapy throughout the lifespan.	A, C	1
2. Demonstrate a systematic method of clinical decision making based on the nursing process to guide safe medication administration.	C	1, 4
3. Design individualized client education around safety and lifespan considerations related to pharmacological agents.	A, B, C, D	2, 4, 7
4. Execute interactive application scenarios, effectively communicating pharmacological information and client teaching strategies.	A, B, C	1
5. Critique pharmacotherapeutic interventions and patient responses through case studies, utilizing the nursing process to formulate evidence-based care mapping that address individual client needs	C	1, 4

across the lifespan and health conditions.		
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**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
  2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
  3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
  4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
  5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
  6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
  7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.
16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): \_\_\_\_\_

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

\_\_\_\_\_ Yes  No

Provide the required documentation to show course meets required licensing/certification standards.

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