

STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK



**MASTER SYLLABUS**

NURS 204 Pharmacology IV  
Spring 2025

**CIP Code: 58.3801**

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**SCHOOL OF SCIENCE, HEALTH & CRIMINAL JUSTICE**  
**Nursing**  
**Spring 2025**

- A. TITLE: Pharmacology IV
- B. COURSE NUMBER: NURS 204
- C. CREDIT HOURS (Hours of Lecture, Laboratory, Recitation, Tutorial, Activity): 10
- # Credit Hours: 1**  
**# Lecture Hours: 1 hour per week**  
**# Lab Hours: NA**  
**# Clinical Hours: NA**  
1 credit hour = 50 minutes of lecture  
**Course Length (# of Weeks): 15**
- D. WRITING INTENSIVE COURSE: No
- E. GER CATEGORY: No  
Does course satisfy more than one GER category? If so, which one?
- F. SEMESTER(S) OFFERED: Spring
- G. COURSE DESCRIPTION: This pharmacology course explores the various classifications of drugs and their associated nursing care. Drugs used to treat various chronic conditions and illness will specifically be discussed. This course looks at the role of medications in the care of adult patients in the medical surgical setting. The student will learn various classifications of medications as well as their use, risks, benefits, and nursing education when administering medications.
- H. PRE-REQUISITES:
- NURS 200: Pharmacology III
  - NURS 201: Medical Surgical Nursing I
  - BIOL 209: Microbiology
  - SOCI 101: Introduction to Sociology
- CO-REQUISITES:
- NURS 202 Medical-Surgical Nursing II
  - NURS 203 Professional Issues and Trends in Nursing
- I. STUDENT LEARNING OUTCOMES:

<u>Course Student Learning Outcome [SLO]</u>	<u>PSLO</u>	<u>GER</u>	<u>ISLO</u>	<u>EPSLO</u>
Analyze various medications for drug-drug, drug-food, and drug-herbal interactions that may contribute to negative patient outcomes.	Students will apply acquired critical reasoning skills to develop, implement, and evaluate a nursing plan of care.		<b>Critical Thinking-Critical Analysis</b>	Utilize critical thinking and evidence-based practice to assess, analyze, and respond to complex patient care situations, demonstrating sound clinical judgment and a commitment to quality and safety in nursing practice.
Analyze various medications for drug-drug, drug-food, and drug-herbal interactions that may contribute to negative patient outcomes.	Students will integrate legal and ethical concepts in the nursing role to advance and promote the health and well-being of culturally diverse individuals, families, groups, and communities.		<b>Foundational Skills</b>	The RN student will be able to demonstrate proficiency in foundational nursing skills essential for care that is safe, holistic, effective, and patient-centered across the lifespan
Apply the nursing process to case studies involving patients receiving drugs used to treat hypertension, cardiovascular disease, neurological disease, Immune system and hematological disorders, sensory disorders, and skin disorders.	Students will maintain ethical, legal, and professional responsibilities within the Registered Nurse scope of practice and will effectively analyze and apply professional, legal, and ethical		<b>Social Responsibility-Ethical Reasoning</b>	Students demonstrate the ability to assess ethical values and the social context of problems, recognize ethical issues, think about how different ethical perspectives might be applied to dilemmas, and consider the

	standards consistent with the Registered Nurse in conduct and care.			ramifications of decisions and actions
Discuss major classifications of pharmacotherapeutics by prototypes as used in the treatment of commonly occurring health challenges for each major classification of drugs.	Students will utilize the nursing process to meet the caring needs of individuals experiencing an illness or loss dysfunction.		<b>Communication</b>	By the end of the Registered Nursing (RN) program, the student will be able to demonstrate effective communication strategies to document and deliver written and oral communications that are developmentally appropriate, culturally sensitive, and comprehensive in conveying all required information to patients, families, and healthcare team members.
Compare and contrast the life span changes that effect the safe administration of medications. Demonstrate understanding of terminology associated with pharmacology Discuss measures that provide for the safe administration of drugs.	Students will plan and implement education activities that empower individuals, families, groups, and communities to manage their health care at the local, national, and global level.		<b>Industry-Discipline-Specific Knowledge and Skills</b>	The RN student will prioritize patient needs, implement appropriate nursing interventions within their scope, evaluate care effectiveness, and collaborate with healthcare teams to enhance patient care outcomes, all within ethical and legal practice

				boundaries of the RN licensure.
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KEY	<b>Institutional Student Learning Outcomes</b> <b>[ISLO 1 – 5]</b>
ISLO #	ISLO & Subsets
1	<b>Communication Skills</b> Oral [O], Written [W]
2	<b>Critical Thinking</b> <i>Critical Analysis [CA], Inquiry &amp; Analysis [IA], Problem Solving [PS]</i>
3	<b>Foundational Skills</b> <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

J. APPLIED LEARNING COMPONENT: Yes \_\_\_ X \_\_\_ No \_\_\_\_\_

If Yes, select one or more of the following categories:

Classroom/Lab_X___	Civic Engagement___
Internship___	Creative Works/Senior
Project___	
Clinical Practicum___	Research___
Practicum___	Entrepreneurship___
Service Learning___	(program, class, project)
Community Service___	

K. TEXTS: ATI bundle

L. REFERENCES: None

M. EQUIPMENT: Technologically advanced classroom

N. GRADING METHOD: A-F

**\*A grade of C+ or better** is required for successful completion of all nursing courses and a grade of C or better is required for all co-requisite courses to continue in the program. **There is no rounding of grades**

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

- Exams
- Final Exam
- ATI Standardized Exam
- Assignments

P. DETAILED COURSE OUTLINE:

I. Drugs Used for Skin Disorders/Injury

- Burns
- Acne
- Psoriasis
- Pediculosis
- Scabies

II. Drugs for Blood Disorders

- Hematopoietic Growth Factors
- Colony-stimulating factors
- Platelet enhancers
- Vitamin B-12 and Folic Acid
- Iron therapy

III. Drugs for Coagulation Disorders

- Anticoagulants
- Antiplatelets
- Thrombolytics
- Hemostatics

IV. Drugs for Lipid Disorders

- HMG-CoA Reductase Inhibitors/Statins
- Bile Acid Resins
- Nicotinic Acid
- Fibrin Acid Agents
- Cholesterol Absorption Modifiers

V. Antihypertensives

- Diuretics
- Calcium Channel Blockers
- ACE-inhibitors
- Beta-blockers
- Vasodilators
- Miscellaneous

VI. Drugs for Heart Failure

- ACE Inhibitors
- Diuretics
- Beta-blockers
- Vasodilators
- Cardiac Glycosides
- Phosphodiesterase Inhibitors

VII. Drugs for Angina and MI

- Organic Nitrates
- Beta-blockers
- Calcium Channel Blockers

- Thrombolytic
- VIII. Drugs used for Dysrhythmias
  - Sodium Channel Blockers
  - Beta-blockers
  - Potassium Channel Blockers
  - Calcium Channel Blockers
- IX. Drugs used for Shock
  - Fluid Replacement Agents
  - Vasoconstrictors/Vasopressors
  - Inotropic
- X. Drugs used for Seizures
  - Drugs that potentiate GABA
  - Drugs that suppress Calcium Influx
- XI. Drugs for Degenerative Diseases of the Nervous System
  - Parkinson Disease Agents
  - Alzheimer's Disease Agents C
  - Miscellaneous agents
- XII. Emergency Preparedness
  - Anthrax
  - Viruses
  - Toxic Chemicals
  - Ionizing Radiation
- XIII. Drugs for Immune System Modulation
  - Vaccines
  - Immunosuppressant
  - Immunostimulants
- XIV. Drugs for Sensory Disorders
  - Ophthalmic Agents
  - Otic Agents

Q.                   LABORATORY OUTLINE: N/A