

COURSE OUTCOME MATRIX COURSE SYLLABUS PART 2 of 3

Course Number and Title	NU 132 Drug and Dosage Calculations
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Credit Hours	2
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Course Description	This course is designed to enhance the nursing student's ability to read, interpret, and solve dosage calculation problems. Critical thinking skills are applied to medication situations to emphasize the importance of accuracy and the avoidance of medication errors. This course will further expand the nursing student's ability to read, interpret, and solve increasingly complex dosage calculation problems. Critical thinking skills are applied to age and acuity specific variations in select populations.
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Prerequisite(s) and/or Corequisite(s)	Prerequisite(s): Admission to the Nursing Program, BS 124, NU 133, NU 134, PY 218 Co-requisite(s): NU 144
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Required Textbooks/References/Course Materials:

ATI Resources (Dosage Calculations 3.0) Pocket Nurse Skills pack – Medication pack Optional - Calculator	Assessment Technologies Institute
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General Education Outcomes	
1	Utilize written and verbal language to discuss and comprehend information, incorporating a variety of technologies, such as text, data, and images (written language, verbal language, and information technology).
2	Identify and interpret relevant information in order to formulate an opinion or conclusion (critical thinking).
3	Demonstrate and communicate computational methods and mathematical reasoning in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate) (quantitative literacy and fluency).
4	Communicate in appropriate ways with those who are culturally diverse (intercultural competence).

Program Outcomes	
1	<p>Nursing Judgment</p> <p>Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.</p> <ul style="list-style-type: none"> • Generate safe and effective patient centered care using the nursing process. • Incorporate effective communication strategies to reduce risk and injuries in the healthcare environment.
2	<p>Professional Identity</p> <p>Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.</p> <ul style="list-style-type: none"> • Create caring relationships with patients and support systems consistent with NLN Competencies and West Virginia Board of Examiners for Registered Professional Nurses.

	<ul style="list-style-type: none"> Evaluate the utilization of healthcare system resources to efficiently and effectively manage care.
3	<p>Spirit of Inquiry</p> <p>Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.</p> <ul style="list-style-type: none"> Integrate current best practices to plan and implement safe and effective patient care.
4	<p>Human Flourishing</p> <p>Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</p> <ul style="list-style-type: none"> Collaborate with the patient or designee to plan and provide nursing care that respects the patient's individual values and needs.

	Course Outcomes (CO)	Bloom's Domain for CO (C, A, P), Category, and Level	Program Outcome(s)	Written Language	Verbal Language	Information Technology	Critical Thinking	Quantitative Literacy and Fluency	Intercultural Competence
1	Apply evidence-based findings in the planning and provision of safe competent care	C – Applying 3	6	1	1	1	1	2	0
2	Make judgements in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context. (Patient-centeredness, holism, ethics)	C – Applying 3	2	1	1	1	2	1	1
3	Discuss the principles of medication administration safety.	A – Responding to Phenomenon 2	2	1	0	1	2	1	0
4	Identify the elements of accurate documentation of medication administration.	A – Receiving Phenomena 1	3	1	2	1	0	1	0
5	Identify and prevent common medication errors.	A – Receiving Phenomena 1	3	1	0	1	2	1	0
6	Demonstrate competencies in applying mathematical principles for safe medication administration. Articulate the role of the nurse in safe medication administration including electronic and written documentation.	A – Valuing 3	3	1	1	2	1	1	0
7	Implement one's role in a way that reflects integrity, responsibility, ethical practice and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe, quality care for diverse patients within a family and	C – Applying 3	4	2	1	1	1	1	1

	community context. (Ethics, Caring, Integrity, Patient-centeredness, excellence).								
8	Recognize the professional responsibility in the interpretation, calculation and administration of medications	C – Analyzing 4	5	2	1	1	1	1	1

Bloom's Domain Legend
C = Cognitive
A = Affective
P = Psychomotor

General Education Outcome Legend
2 = Included and Measurable
1 = Introduced and/or Minimally Addressed and Not Measurable
0 = Not included

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