

1.Course Name:	
Pharmacology I	
2.Course Code:	
WNR-21-04	
3.Semester / Year:	
Second Stage/First Semester 2025 -2026	
4.Description Preparation Date:	
21/9/2025	
5.Available Attendance Forms:	
In-person lectures	
6.Number of Credit Hours (Total) / Number of Units (Total)	
2 Theoretical weekly total 30 hours . Number of Credits (2)	
7.Course administrator	
Name: Nassem Samir saker Email: nassem.sa@uowa.edu.iq	
8.Course Objectives	
<ul style="list-style-type: none"> • Understanding fundamental pharmacology principles. • Knowing medications and their uses. • Defining basic pharmacological terms and explaining the classification and mechanism of action of various drugs. • Applying pharmacological knowledge in nursing practice. • Applying pharmacological principles in assessing a patient's condition before, during, and after medication administration. • Improving the student's ability to provide health education to patients about the medications they are taking. • Developing a sense of professional responsibility and demonstrating commitment and accuracy in preparing and administering medications to patients. • Cultivating empathy and concern for patients' needs, showing understanding of their condition, and alleviating their medication-related fears. • Promoting ethical and professional conduct and adhering to ethical principles regarding patient information confidentiality and rights. • Demonstrating integrity and honesty in handling medications and their records. 	
9. Teaching and Learning Strategies	
Strategy	- Theoretical lectures. - Discussions. - Reports.

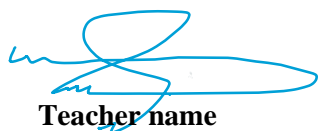
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 theory	Explain Basic concept in pharmacology	Basic concept in pharmacology	-Lectures. - seminars..	Quizzes, students participation in the lecture,
2	2 theory	Define and discuss Pharmacodynamics and Drug metabolism	Pharmacodynamics and Drug metabolism	-Lectures. - seminars..	Quizzes, students participation in the lecture,
3	2 theory	Discuss different types of Methods of drug administration	Methods of drug administration	-Lectures. - seminars..	Quizzes, students participation in the lecture,
4	2 theory	Enumerate Coronary artery disease treatment and its side effects	Coronary artery disease treatment	-Lectures. - seminars..	Quizzes, students participation in the lecture,
5	2 theory	Enumerate Coronary artery disease treatment and its side effects	Hypertension treatment	-Lectures. - seminars..	Quizzes, students participation in the lecture,
6	2 theory	Enumerate Heart failure drugs and its side effects	Heart failure drugs	-Lectures. - seminars..	Quizzes, students participation in the lecture,
7	2 theory	Enumerate Upper respiratory diseases drugs treatment and its side effects	Upper respiratory diseases drugs 1	-Lectures. - seminars..	Quizzes, students participation in the lecture,
8	2 theory	Enumerate Upper respiratory diseases drugs treatment and its side effects	Upper respiratory diseases drugs 2	-Lectures. - seminars..	Quizzes, students participation in the lecture,
9	2 theory	Enumerate COPD disease treatment and its side effects	Lower respiratory diseases drugs	-Lectures. - seminars..	Quizzes, students participation in the lecture,
10	2 theory	Enumerate asthma treatment and its side effects	Asthma drugs	Lectures. - seminars	Quizzes, students participation in the lecture,
11	2 theory	Enumerate anticoagulants treatment and its side effects	Anticoagulants I	-Lectures. - seminars..	Quizzes, students participation in the lecture,
12	2 theory	Enumerate anticoagulants treatment and its side effects	Anticoagulants 2	-Lectures. - seminars..	Quizzes, students participation in the lecture,
13	2 theory	Enumerate Peptic ulcer treatment and its side effects	Peptic ulcer treatment	-Lectures. - seminars..	Quizzes, students participation in the lecture,
14	2 theory	Enumerate Constipation and diarrhea drugs and its side effects	Constipation and diarrhea drugs	-Lectures. - seminars..	Quizzes, students participation in the lecture,
15	2 theory	Enumerate drugs that treat endocrinal diseases	Endocrine system drugs	-Lectures. - seminars..	Quizzes, students participation in the lecture,

11. Course Evaluation				
Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
Scores	Evaluation methods	Scores	Evaluation methods	
5 %	Daily Quizzes	5%	First-Mid-term theoretical exam	
5%	Seminars	5%	Second-midterm exam	
5%	Reports			
5%	Class participation	70%	Final theoretical exam	
20%		80%		
12. Learning and Teaching Resources				
Required textbooks (curricular books, if any)		-		
Main references (sources)		Nursing2025-2026 Drug Handbook (Nursing Drug Handbooks) Forty-Fifth, North American Edition		
Recommended books and references (scientific journals, reports...)		2025 Lippincott Pocket Drug Guide for Nurses Thirteenth, North American Edition		
Electronic References, Websites		- https://www.drugs.com/drug_information.html - https://www.nhs.uk/medicines/		

End of program student learning outcomes (EPSLO)	Course Learning outcomes	Show the Link to EPSLO
Knowledge EPSLO-1: Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession EPSLO-2: Engage in lifelong learning and self-development to continuously improve nursing practice. EPSLO-3: Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs.”	<ul style="list-style-type: none"> • Understanding fundamental pharmacology principles. • Knowing medications and their uses. • Defining basic pharmacological terms and explaining the classification and mechanism of action of various drugs. 	<p>These learning outcomes build the student's foundational knowledge and scientific vocabulary. A nurse cannot achieve the highest level of competence (the overall objective) without a deep understanding of fundamental concepts, drug classifications, and how medications work within the body (pharmacology).</p> <p>This is the essence of "nursing science." Practical application is proof of that high level of understanding. This outcome demonstrates the practical application of the knowledge and understanding required to achieve the overall objective. The ability to explain complex medication information to patients in a safe and clear manner (patient education) is conclusive evidence that the student has mastered the material at the highest level. It transforms theoretical knowledge into a crucial nursing skill.</p>

<p>EPSLO-4</p> <p>Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial outcomes for individuals with complex health conditions.</p>		
<p><u>Skills</u></p> <p>EPSLO-5: Apply evidence-based knowledge and technology in the provision of safe and effective nursing care.</p> <p>EPSLO-6: Demonstrate quantitative reasoning and apply relevant scientific principles in the practice of nursing.</p> <p>EPSLO-7: Demonstrate clinical competence in providing therapeutic nursing care across the lifespan.</p> <p>EPSLO-8: Perform nursing procedures and clinical interventions accurately and safely in accordance with established standards.</p>	<ul style="list-style-type: none"> • Applying pharmacological knowledge in nursing practice. • Applying pharmacological principles in assessing a patient's condition before, during, and after medication administration. 	<p>Safe and effective patient care cannot be achieved without the accurate and evidence-based application of pharmaceutical knowledge. This includes ensuring the right dose, the right route of administration, the right drug, and the right time (the five rights of medication administration), all of which require in-depth pharmaceutical knowledge. Applying evidence, technology, and scientific reasoning—such as assessing the patient before administering medication (to identify drug interactions or contraindications) and during administration (to monitor therapeutic and adverse effects)—is the essence of evidence-based practice. This requires the use of quantitative reasoning (for calculating dosages) and the application of scientific principles (to understand the physiological response to the drug).</p>
<p><u>Values</u></p> <p>EPSLO-8: Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care.</p> <p>EPSLO-9: Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care.</p>	<ul style="list-style-type: none"> • Developing a sense of professional responsibility and demonstrating commitment and accuracy in preparing and administering medications to patients. • Cultivating empathy and concern for patients' needs, showing understanding of their condition, and alleviating their 	<p>The relationship between emotional and ethical learning outcomes is clear and strong, as it focuses on protecting and ensuring the patient's safety, and respecting their beliefs and feelings.</p>

<p>EPSLO-10:</p> <p>Demonstrate effective communication and collaboration skills in the role of the nurse when interacting with patient and members of the interdisciplinary and inter-professional healthcare team.</p>	<p>medication-related fears.</p> <ul style="list-style-type: none"> • Promoting ethical and professional conduct and adhering to ethical principles regarding patient information confidentiality and rights. • Demonstrating integrity and honesty in handling medications and their records. 	
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Teacher name

Nassim Samir Saker

Branch head name

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