



VNSG 1231
Pharmacology
Summer 2021
Monday & Wednesday
8:00 am – 10:25 am
Location: STEAM-237
Course Facilitator:
Crystal Marshall, BSN, RN
cmarshall8@com.edu
409-933-8457

Required textbooks:

Dahlkemper, T. (2016). *Caring for Older Adults Holistically* (6th ed.). Philadelphia: F. A. Davis Company.

Ford, S. M. & Roach, S.S. (2018). *Roach's Introductory Clinical Pharmacology*. (11th ed.). Philadelphia: Lippincott. WITH ACCESS

Ford, S. M. & Roach, S.S. (2018). *Study Guide to Accompany: Introductory Clinical Pharmacology*. (11th ed.). Philadelphia: Lippincott.

Recommended textbooks: N/A

Textbook Purchasing Statement: *A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

COVID-19 Statement:

All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus information site at www.com.edu/coronavirus. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face

coverings. We continue to encourage all members of the COM community to practice social distancing, when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit www.com.edu/coronavirus for future updates.

Course Description:

This course is the study of fundamentals of medications and their diagnostic, therapeutic and curative effect. Includes nursing interventions utilizing the nursing process. Prerequisites: VNSG 2331 and VNSG 1260 with a grade of "C" or better.
LECTURE 2, LAB 2. (12 weeks, 48 hours)

Course Objectives/Student Learning Outcomes:

Upon completion of this course, the student is expected to utilize beginning critical thinking skills in implementing the nurse roles of Patient Safety Advocate, Member of the Health Care Team, Member of the Profession, and/or Provider of Patient-Centered Care, and upon completion of the course, the student will be able to perform the following:

1. Identify properties, effects, and principles of pharmacotherapeutic agents across the lifespan.
2. Identify basic nursing interventions across the lifespan associated with various pharmacotherapeutic agents.
3. Utilize the nursing process across the lifespan as it applies to drug therapy.
4. Identify properties, effects, and principles underlying the use and administration of pharmacotherapeutic agents across the lifespan.
5. Describe common drugs for usage in treating specific conditions across the lifespan.
6. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
7. Discuss the practice of nursing according to the Texas Nursing Standards of Practice, Differentiated Essential Competencies (DECs) and within the parameters of the law.

WECM End-of-Course Outcomes:

Identify properties, effects, and principles of pharmacotherapeutic agents; and explain nursing interventions associated with the various pharmacotherapeutic agents.

Attendance:

See the Attendance policy in the Nursing Student Handbook.

Tardiness:

See Attendance policy in the Nursing Student Handbook.

Withdrawal:

See Admission, Progression, Dismissal, & Readmission policy in the Nursing Student Handbook.

ADA Statement:

Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Early Academic Alert Program:

The Counseling Center at College of the Mainland has implemented an Early Academic Alert Program. Students will be referred to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If referred to the Academic Alert Program, students will be contacted by someone in the Counseling Department. As student success and retention is very important to us, someone from the Counseling Department will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Classroom Conduct Policy/Student Conduct:

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. <http://www.com.edu/student-services/studenthandbook.php>. Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class.

In addition to the Standards of Student Conduct found in the online COM Student Handbook (<http://www.com.edu/student-services/student-handbook.php>), nursing students are expected to demonstrate good professional character as defined in in BON Rule 213.27 (http://bon.texas.gov/rr_current/213-27.asp). See Behavior/Conduct in the Nursing Student Handbook.

Academic Dishonesty

Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Plagiarism

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else's words without quotation marks. Any assignment containing plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook.

Avoiding Plagiarism: <http://www.plagiarism.org/>

Course Requirements

1. **Unit exams (3):** Assess knowledge and understanding of incremental course content. Exams will use multiple choice, multiple answer, and alternative style test questions as

indicated to follow NCLEX-RN testing format. If a student receives a grade below 75% on any exam, the student should schedule a counseling appointment with the instructor for remediation.

2. **Comprehensive HESI final exam (1):** Assesses overall knowledge and understanding of complete course content. Exam will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format.
3. **EAQ Quizzes/Assignments:** Assess knowledge and understanding of weekly course content. There will be 5 EAQ quizzes. EAQ Quizzes or any other assignments turned in after the due date will receive a zero.

Make-Up Policy/Late Assignments

All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments policy in the Nursing Student Handbook.

Grading Scale A =

90 - 100.00

B = 80 - 89.99

C = 75 - 79.99*

D = 60 - 74.99

F = < 60

*A minimum final grade of "C" is required to pass this course.

Grade Calculation

All assignments, including pass/fail, must be submitted to pass the course. The exam average must be at least 75% before non-examination assignment grades are calculated into the final course grade. See Grade Determination & Calculation in the Nursing Student Handbook.

Computation of Grades	%
Quiz 1**	5
Quiz 2**	5
Quiz 3**	5
Quiz 4**	5
Exam 1*	20
Exam 2*	20
Exam 3*	20
HESI Final Exam*	20
Total	100%
* $\geq 75\%$ exam average required to pass the course	

Concerns/Questions Statement:

If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the Course Facilitator. If, after discussing your concern with the Course Facilitator, you still have questions, please contact Director of Nursing, Amanda Ordonez, at (409) [933-8425](tel:933-8425)/mordonez@com.edu

See the Student Concerns Policy in the Nursing Student Handbook.

Successful Tips for Students

1. Schedule time to study based on the difficulty of the content. Use this table as a guide:

Course Difficulty	Study Hours Per Week Per Hour in Class
High Difficulty Course	3 hours
Medium Difficulty Course	2 hours
Low Difficulty Course	1 hour

http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf

2. Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:

- 4 Steps to Reading a Textbook: <http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>
- Active Reading Strategies: <http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
- The Reading Cycle: Plan-Do-Review <http://www2.swccd.edu/~asc/lrnglinks/txtrdg.html>
- How to Read Your Textbooks More Efficiently College Info Geek (video) <https://www.youtube.com/watch?v=tgVjmFSx7rg>
- 5 Active Reading Strategies for Textbook Assignments College Info Geek (video) [5 Active Reading Strategies for Textbook Assignments - College Info Geek](#)

ANA Scope and Standards of Practice

Students are expected to adhere to established ANA Scope and Standards of Practice (2015). (See Student Handbook and Clinical Evaluation Tool for detailed explanation of standards.)

Student Handbooks

Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks.

Syllabus Revisions

Faculty reserves the right to make changes to the syllabus as deemed necessary.

The Speaking, Reading, and Writing Center

The Speaking, Reading and Writing Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and nonacademic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at com.mywconline.com, or by clicking the SRWC icon on the COM website.

Surviving Active Shooter Event Reference and Training Videos

Run, Hide, Fight * (Mandatory)

<https://www.youtube.com/watch?v=5VcSwejU2D0>

Last Resort ACTIVE SHOOTER SURVIVAL Measures by Alon Stivi

<https://www.youtube.com/watch?v=r2tfeRUbRHw>

Surviving an Active Shooter Event - Civilian Response to Active Shooter

<https://www.youtube.com/watch?v=j0It68YxLQQ>

Make the Call * (Mandatory) <https://www.youtube.com/watch?v=AWaPp-8k2p0>

Discussion Questions:

1. What is your plan while in class to consider running, hiding, or fighting to survive?
2. How would you lock your classroom and/or barricade entry into the classroom?
3. What would you use to improvise weapons to take down the shooter / aggressor?
4. If you have to fight, would you COMMIT to the fight to save your life and others?
5. If you have a License to Carry and are concealed carrying, what guidelines would you follow?
6. Do you have the campus police emergency number and non-emergency number programmed into your phone?
 - a. COM Police Emergency number (409-933-8599)
 - b. COM Police Non-Emergency number (409-933-8403).
7. When the police arrive why would you have your hands up and follow all commands?
8. Why is it important to make the call to report any suspicious person or activity to campus police?

Notice to Students Regarding Licensing

Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements:

https://www.bon.texas.gov/licensure_eligibility.asp.

Should you wish to request a review of the impact of criminal history on your potential Vocational Nurse License prior to or during your quest for a degree, you can visit this link and request a "Criminal History Evaluation":

https://www.bon.texas.gov/licensure_endorsement.asp.

This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether or not the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.

UNIT 1

Chapter 1 - General Principles of Pharmacology

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will define pharmacology.
2. The student will identify the different names assigned to drugs.
3. The student will distinguish between prescription drugs, nonprescription drugs, and controlled substances.
4. The student will discuss drug development in the United States.
5. The student will discuss the various types of drug activity and reactions produced in the body.
6. The student will identify factors that influence drug action.
7. The student will define drug tolerance, cumulative drug effect, and drug idiosyncrasy.
8. The student will discuss the types of drug interactions that may be seen with drug administration.
9. The student will discuss the nursing implications associated with drug actions, interactions, and effects.
10. The student will discuss the use of herbal medicines.

Learning Content

- I. Drug Names
- II. Drug Categories
 - A. Prescription
 - B. Nonprescription
 - C. Controlled Substances
- III. Drug Development
- IV. Special FDA Programs
 - A. Orphan Drug Program
 - B. Accelerated Programs
- V. Drug Activity within the Body
 - A. Pharmaceutic Phase
 - B. Pharmacokinetic Phase
 1. Absorption
 2. Distribution
 3. Metabolism
 4. Excretion
 5. Half-life
 6. Onset, Peak, & Duration
 - C. Pharmacodynamics Phase
 1. Alteration in Cellular Function
 2. Alteration in Cellular Environment
 - D. Pharmacogenomics
- VI. Drug Use, Pregnancy, and Lactation

- VII. Drug Reactions
 - A. Adverse Drug Reactions
 - B. Allergic Drug Reactions
- VIII. Drug Interactions
 - A. Drug-Drug Interaction
 - 1. Additive Drug Reaction
 - 2. Synergistic Drug Reaction
 - 3. Antagonistic Drug Reaction
 - B. Drug-Food Interactions
- IX. Factors Influencing Drug Response
 - A. Age
 - B. Weight
 - C. Sex
 - D. Disease
 - E. Route of Administration
- X. Nursing Implications
- XI. Herbalism and Dietary Supplementary
 - A. Complementary and Alternative Medicine
 - B. Dietary Supplement Health & Education Act
 - C. Educating the Patient on the Use of Herbs & Dietary Supplements

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

UNIT 1 con't

Chapter 13 – Nonopioid Analgesics: Salicylates and Nonsalicylates

Chapter 14 – Nonopioid Analgesics: NSAIDS and Migraine Headache Medications

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will discuss the types, uses, general drug actions, common adverse reactions, contraindications, precautions, & interactions of nonopioid analgesics.
2. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform for the patient taking nonopioid analgesics.
3. The student will list nursing diagnoses particular to a patient taking nonopioid analgesics.
4. The student will discuss the ways to promote an optimal response to therapy, how to manage common adverse reactions, and important points to keep in mind when educating patients about the use of nonopioid analgesics.
5. The student will discuss the importance of good pain assessment and describe standardized methods to assess pain in different patient populations.

Learning Content

- I. Salicylates
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications
 - E. Precautions
 - F. Interactions
- II. Non-salicylates
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications and Precautions
 - E. Interactions
- III. Nursing Process: The Patient Receiving a Salicylate or Non-salicylate
 - A. Assessment
 - B. Nursing Diagnoses
 - C. Planning
 - D. Implementation
 - E. Evaluation
- IV. Non-steroidal Anti-inflammatory Drugs
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications

- E. Precautions
- F. Interactions
- V. Drugs Used in the Treatment of Migraine Headaches
- VI. Nursing Process: The Patient Receiving a Non-steroidal Anti-Inflammatory Drug
 - A. Assessment
 - B. Nursing Diagnoses
 - C. Planning
 - D. Implementation
 - E. Evaluation

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

Chapter 15, 16

Opioid Analgesics and Opioid Antagonists

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will explain how pain intensity is used to determine treatment using opioids and nonopioid analgesics.
2. The student will discuss the uses, general drug action, general adverse reactions, contraindication, precautions, & interactions of the opioid analgesics and the opioid antagonists.
3. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking the opioid analgesics and the opioid antagonists.
4. The student will list nursing diagnoses particular to a patient taking an opioid analgesic and an opioid antagonist.
5. The student will discuss ways to promote optimal response to therapy, how to manage common adverse reactions, special considerations, and important points to keep in mind when assisting with educating patients about the use of opioid analgesics and opioid antagonists.

Learning Content

- I. Opioid Analgesics
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications
 - E. Precautions
 - F. Interactions
- II. Nursing Process: The Patient Receiving a Opioid Analgesic
- III. Opioid Antagonists
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications
 - E. Precautions
 - F. Interactions

IV. Nursing Process: The Patient Receiving a Opioid Antagonist for Respiratory Depression

Learning Activities

Readings from required and recommended texts

Case study reviews

Critical thinking activities

Lecture/Discussion

Clinical Reasoning Questions/CAI Assignments to be specified by faculty

Unit 2

Chapter 6 - Antibacterial Drugs: Sulfonamides

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will discuss the uses, general drug actions, general adverse reactions, contraindications, precautions, & interactions for the sulfonamides.
2. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking sulfonamides.
3. The student will list some common nursing diagnoses particular to a patient taking sulfonamides.
4. The student will discuss ways to promote an optimal response to therapy, how to manage adverse reactions, and important points to keep in mind when assisting with educating patients about the use of sulfonamides.
5. The student will discuss the rationale for increasing fluid intake when taking sulfonamides.
6. The student will describe objective signs indicating that a severe skin reaction, such as StevensJohnson syndrome, is present.

Learning Content

- I. Sulfonamides
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications
 - E. Precautions
 - F. Interactions
- II. Nursing Process: The Patient Receiving a Sulfonamide

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities. Lecture/Discussion
Clinical Reasoning Questions
CAI Assignments to be specified by faculty

Unit 2 Con't

Chapter 7 - Antibacterial Drugs that Disrupt the Bacterial Cell Wall

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will identify the uses, general drug actions, general adverse reactions, contraindications, precautions & interactions of the penicillins.
2. The student will discuss hypersensitivity reactions and pseudomembranous colitis as they relate to antibiotic therapy.
3. The student will list some common nursing diagnoses particular to a patient taking penicillin.
4. The student will identify important pre-administration and ongoing assessment activities the nurse should perform on the patient taking penicillin.
5. The student will discuss ways to promote optimal response to therapy, basic therapeutic nursing interventions to minimize adverse effects, and important points to keep in mind when assisting with educating patients about the use of penicillin.
6. The student will explain the difference between the first-, second-, third-, and fourth generation cephalosporins.
7. The student will discuss uses, general drug action, adverse reactions, contraindications, precautions & interactions associated with the cephalosporins.
8. The student will list some common nursing diagnoses particular to a patient taking cephalosporins.
9. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, special considerations related to administration, and important points to keep in mind when educating patients about the use of the cephalosporins.
10. The student will discuss important pre-administration & ongoing assessment activities the nurse should perform on the patient taking cephalosporins.

Learning Content

- I. Identifying the Appropriate Anti-infective
 - A. Selection of Drugs
 - B. Resistance to Drugs
- II. Penicillins
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications and Precautions

- E. Interactions
- III. Cephalosporins
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications and Precautions
 - E. Interactions
- IV. Carbapenems and Miscellaneous Drugs That Inhibit Cell Wall Synthesis
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications, Precautions, Interactions
- V. Nursing Process: The Patient Receiving Penicillin, Cephalosporin, Carbapenems or Miscellaneous Cell Wall Inhibitor

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

Unit 2 Con't
Chapter 8 - Antibacterial Drugs that Interfere with Protein Synthesis

Student Learner Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will discuss the uses, general drug action, adverse reactions, contraindications, precautions & interactions of the tetracyclines, aminoglycosides, macrolides, and lincosamides.
2. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking the tetracyclines, aminoglycosides, macrolides, or lincosamides.
3. The student will list some common nursing diagnosis particular to a patient taking a tetracycline, aminoglycosides, macrolide, or lincosamide.
4. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, special considerations, and important points to keep in mind when assisting with educating patients about the use of a tetracycline, aminoglycosides, macrolides, or lincosamide.

Learning Content

- I. Tetracyclines
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications
 - E. Precautions
 - F. Interactions
- II. Aminoglycosides
 - A. Actions
 - B. Uses

- C. Adverse Reactions
- D. Contraindications
- E. Precautions
- F. Interactions
- III. Macrolides
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications
 - E. Precautions
 - F. Interactions
- IV. Lincosamides
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications
 - E. Precautions
 - F. Interactions
- V. Miscellaneous Drugs Inhibiting Protein Synthesis
 - A. Action
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications and Precautions
 - E. Interactions
- VI. Nursing Process: The Patient Receiving a Tetracycline, Aminoglycosides, Macrolide, or Lincosamide

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities. Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

Unit 2 Con't

Chapter 9 - Antibacterial Drugs that Interfere with DNA/RNA Synthesis

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will discuss the uses, general drug action, adverse reactions, contraindications, precautions & interactions of the fluoroquinolones and miscellaneous anti-infectives.
2. The student will discuss pre-administration and ongoing assessment activities the nurse should perform on the patient taking the fluoroquinolones and miscellaneous anti-infectives.
3. The student will list some common nursing diagnoses particular to a patient receiving a fluoroquinolone or miscellaneous anti-infectives.
4. The student will discuss ways to promote an optimal response to therapy, how to manage adverse reactions, and special considerations and important points to keep in mind when assisting with educating patients about the use of a fluoroquinolone or miscellaneous anti-infectives.

Learning Content

- I. Fluoroquinolones
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications and Precautions
 - E. Interactions
 - F.

II. Nursing Process: The Patient Receiving a Fluoroquinolone or Miscellaneous Anti-Infectives

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

Unit 3
Chapter 10 - Antitubercular Drugs

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will discuss the drugs used in the treatment of tuberculosis.
2. The student will discuss the uses, general drug action, adverse reactions, contraindications, precautions & interactions associated with the administration the anti-tubercular drugs.
3. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking an anti-tubercular drug.
4. The student will list some common nursing diagnoses particular to a patient taking an antitubercular drug.
5. The student will discuss the ways to promote an optimal response to therapy, how to manage adverse reactions, special considerations, and important points to keep in mind when assisting with educating patients about the use of the anti-tubercular.
6. The student will discuss directly observed therapy (DOT).

Learning Content

- I. Anti-tubercular Drugs
 - A. Actions
 - B. Uses
 - C. Standard Treatment
 - D. Retreatment
 - E. Resistance to Anti-tubercular Drugs
 - F. Ethambutol
 1. Adverse Reactions
 2. Contraindications, Precautions, & Interactions
 - G. Isoniazid
 1. Adverse Reactions
 2. Contraindications and Precautions
 3. Interactions
 - H. Pyrazinamide
 1. Adverse Reactions
 2. Contraindications and Precautions
 3. Interactions
 - I. Rifampin
 1. Adverse Reactions
 2. Contraindications and Precautions
 3. Interactions
- II. Nursing Process: The Patient Receiving an Anti-tubercular Drugs

Student Learning Outcomes

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty **Unit 3 Con't**

Chapter 11 - Antiviral Drugs

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will discuss the uses, general drug action, adverse reactions, contraindications, precautions & interactions of antiviral/antiretroviral drugs.
2. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient receiving an antiviral/antiretroviral drug.
3. The student will list some common nursing diagnoses particular to a patient taking an antiviral drug.
4. The student will assist in the formulation of goals for a patient taking an antiviral/antiretroviral drug.
5. The student will discuss ways to promote an optimal response to therapy, how to manage adverse reactions, and special considerations to keep in mind when assisting with educating the patient and the family about the antiviral/antiretroviral drugs.

Learning Content

- I. Antiviral Drugs
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications
 - E. Precautions
 - F. Interactions
- II. Anti-retrovirals
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications
 - E. Precautions

- F. Interactions
- III. Nursing Process: The Patient Receiving an Antiviral/Antiretroviral Drug
- IV. Antifungal Drugs
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications, Precautions & Interactions
- V. Nursing Process: The Patient Receiving an Antifungal Drug

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty **Unit 3 Con't**

Chapter 12 - Antifungal and Anti-parasitic Drugs

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will distinguish between superficial and systemic fungal infections.
2. The student will distinguish between helminthic infections, protozoan infections, and amebiasis.
3. The student will discuss the uses, general drug action, adverse reactions, contraindications, precautions, and interactions of antifungal and anti-parasitic drugs.
4. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient receiving an antifungal and anti-parasitic drug.
5. Thus student will list nursing diagnoses particular to a patient taking an antifungal and antiparasitic drug.
6. The student will list possible goals for a patient taking an antifungal and anti-parasitic drug.
7. The student will discuss ways to promote an optimal response to therapy, how to manage adverse reactions, and important points to keep in mind when educating the patient and the family about the antifungal and anti-parasitic drugs.

Learning Content

- I. Antifungal Drugs
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications
 - E. Precautions
 - F. Interactions

Student Learning Outcomes

- G. Nursing Process: The Patient Receiving an Antifungal Drug
- II. Anti-Parasitics and Anthelmintic Drugs
 - A. Actions and Uses
 - B. Adverse Reactions
 - C. Contraindications and Precautions
 - D. Interactions
 - E. Nursing Process: The Patient Receiving an Anti-Parasitic Drug
- III. Antiprotozoal Drugs
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications and Precautions
 - E. Interactions

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

Unit 4

Chapter 48 - Urinary Tract Anti-Infectives and other urinary drugs

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will discuss the uses, general drug actions, adverse reactions, contraindications, precautions & interactions of the urinary anti-infectives and drugs used to treat symptoms associated with UTI and an overactive bladder.
2. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking all types of urinary drugs.
3. The student will list some common nursing diagnoses particular to a patient taking a drug for a urinary tract infection or an overactive bladder.
4. The student will discuss ways to promote an optimal response to therapy, how to manage adverse reactions, special considerations, and important points to keep in mind when assisting with educating patients about the use of all urinary drugs.

Learning Content

- I. Urinary Anti-infectives
 - A. Actions and Uses
 - B. Adverse Reactions
 - C. Contraindications and Precautions
 - D. Interactions
 - E. Nursing Process: The Patient Receiving a Urinary Tract Anti-Infective or Other drugs

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

Unit 4 Con't
Chapter 32 - Lower Respiratory System Drugs

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will describe the uses, general drug action, general adverse reactions, contraindications, precautions & interactions of the bronchodilators and antiasthma drugs.
2. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking the bronchodilators or antiasthma drugs.
3. The student will list some common nursing diagnoses particular to a patient taking a bronchodilator or an antiasthma drug.
4. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, special considerations, and important points to keep in mind when assisting with educating a patient about the use of a bronchodilator or an antiasthma drug.

Learning Content

- I. Bronchodilators
 - A. Adrenergic Bronchodilators
 1. Actions
 2. Uses
 3. Adverse Reactions
 4. Contraindications
 5. Precautions
 6. Interactions
 - B. Xanthine Derivatives Bronchodilators
 1. Actions
 2. Uses
 3. Adverse Reactions
 4. Contraindications
 5. Precautions
 6. Interactions
- II. Antiasthma Drugs
 - A. Inhaled Corticosteroids
 1. Actions
 2. Uses
 3. Adverse Reactions
 4. Contraindications
 5. Precautions
 6. Interactions
 - B. Mast Cell Stabilizers

Student Learning Outcomes

1. Actions
 2. Uses
 3. Adverse Reactions
 4. Contraindications, Precautions & Interactions
- C. Leukotriene Receptor Modifiers and Immunomodulators
1. Actions
 2. Uses
 3. Adverse Reactions
 4. Contraindications and Precautions
 5. Interactions
- D. Leukotriene Modifiers and Immunomodulators
1. Actions
 2. Uses
 3. Adverse Reactions
 4. Contraindications and Precautions
 5. Interactions
- III. Nursing Process: The Patient Receiving a Lower Respiratory System Drug

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

Unit 4 Con't
Chapter 31 - Upper Respiratory System Drugs

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will describe the uses, general drug action, general adverse reactions, contraindications, precautions & interactions of the antihistamines and decongestants.
2. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking an antihistamine or a decongestant.
3. The student will list some common nursing diagnoses particular to a patient taking an antihistamine or a decongestant.
4. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, special considerations, and important points to keep in mind when assisting with educating a patient about the use of an antihistamine or a decongestant.
5. The student will define the terms antitussive, mucolytic, and expectorant.
6. The student will describe the uses, general drug actions, adverse reactions, contraindications, precautions & interactions of antitussive, mucolytic, and expectorant drugs.
7. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on patients receiving an antitussive, mucolytic, or expectorant drug.
8. The student will list some common nursing diagnoses particular to a patient taking an antitussive, mucolytic, or expectorant drug.
9. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, special considerations, and important points to keep in mind when assisting with educating patient about the use of an antitussive, mucolytic, or expectorant drug.

Learning Content

- I. Antihistamines
 - A. Actions
 - B. Uses

Student Learning Outcomes

- C. Adverse Reactions
 - D. Contraindications
 - E. Precautions
 - F. Interactions
- II. Decongestants
- A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications
 - E. Precautions
 - F. Interactions
- III. Antitussives, Expectorants, and Mucolytics
- A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications
 - E. Precautions
 - F. Interactions
- IV. Nursing Process: The Patient Receiving an Upper Respiratory Drug

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

Unit 5
Chapter 49 - Immunologic Agents

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will discuss humoral immunity and cell-mediated immunity.
2. The student will distinguish between and define the different types of immunity.
3. The student will discuss the use of vaccines, toxoids, and immune globulins, and antivenins to provide immunity against disease.
4. The student will discuss pre-administration and ongoing assessments the nurse should perform on the patient receiving an immunologic agent.
5. The student will identify common nursing diagnoses particular to a patient receiving an immunologic agent.
6. The student will discuss ways to promote an optimal response, management of common adverse reactions, contraindication, precautions, interactions, and important points to keep in mind when assisting with educating a patient taking an immunologic agent.

Learning Content

- I. Cell-Mediated Immunity (T Cells)
- II. Humoral Immunity (B Cells)
- III. Active and Passive Immunity
 - A. Active Immunity
 1. Naturally Acquired Active Immunity

Student Learning Outcomes

- 2. Artificially Acquired Active Immunity
 - B. Passive Immunity
- IV. Immunologic Agents
 - A. Vaccines and Toxoids
 - B. Immune Globulins, and Antivenins
 - C. Adverse Reactions
 - D. Contraindications, Precautions
 - E. Interactions
- V. Nursing Process: The Patient Receiving an Immunologic Agent

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

Unit 5 Con't**Chapter 50 - Antineoplastic Drugs and Targeted Therapies****Student Learning Outcomes**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will list the types of drugs used in the treatment of neoplastic diseases.
2. The student will discuss the uses, general drug actions, general adverse reactions, contraindications, precautions & interactions of the antineoplastic drugs.
3. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking antineoplastic drugs.
4. The student will list some common nursing diagnoses particular to a patient taking antineoplastic drugs.
5. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, special considerations, and important points to keep in mind when assisting with educating a patient about the use of an antineoplastic drug.

Learning Content

- I. The Cell Cycle
- II. Cell Cycle-Specific Drugs
 - A. Actions and Uses
 - B. Plant Alkaloids
 - C. Anti-metabolites
- III. Cell-Cycle – Nonspecific
 - A. Actions and Uses
 - B. Alkylating Drugs
 - C. Antineoplastic Antibiotics
 - D. Miscellaneous Antineoplastic Drugs
 1. Adverse Reactions
 2. Contraindication, Precautions
 3. Interactions
- IV. Nursing Process: The Patient Receiving an Antineoplastic Drug

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

Unit 5 Con't**Chapter 51 - Immunomodulating Drugs**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will describe the function of the different types of blood cells.
2. The student will list the drugs used in the treatment of anemia, bleeding, and prevention of infection.
3. The student will discuss the actions, uses, general adverse reactions, contraindications, precautions, and interactions of the agents used to treat anemia, bleeding, and prevention of infection.
4. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on a patient receiving an agent used to treat anemia, bleeding, and prevention of infection.
5. The student will identify nursing diagnoses particular to a patient receiving an agent used to treat anemia, bleeding, or prevention of infection.

Student Learning Outcomes

6. The student will discuss ways to promote an optimal response to therapy and important points to keep in mind when educating patients about the use of an agent used to treat anemia, bleeding, and prevention of infection.

Learning Content

- I. Hematopoietic Drugs Used in Treating Potential Bleeding or Infection II. Colony Stimulating Factors:
 - A. Actions and Uses
 - B. Adverse Reactions
 - C. Contraindications, Precautions and Interactions
- III. Drugs Used to Treat Thrombocytopenia
 - A. Actions and Uses
 - B. Adverse Reactions
 - C. Contraindications, Precautions and Interactions
- IV. Hematopoietic Drugs Used in Treating Anemia
- V. Drugs Used in Treating Anemia Associated With Chronic Illness
 - A. Actions and Uses
 - B. Adverse Reactions
 - C. Contraindications and Precautions
 - D. Interactions
- VI. Drugs Used in Treating Iron Deficiency Anemia
 - A. Actions and Uses
 - B. Adverse Reactions
 - C. Contraindications and Precautions
 - D. Interactions
- VII. Drugs Used in Treating Folic Acid Deficiency Anemia
 - A. Actions and Uses
 - B. Adverse Reactions
 - C. Contraindications, Precautions & Interactions
- VIII. Drugs Used in Treating Vitamin B12 Deficiency Anemia
 - A. Actions and Uses
 - B. Adverse Reactions
 - C. Contraindications, Precautions and Reactions
- VIII. Nursing Process: The Patient Receiving a Drug Used in the Treatment of Anemia, Bleeding, or Infection

Learning Activities

- Readings from required and recommended texts.
- Case study reviews.
- Critical thinking activities.

Lecture/Discussion
Clinical Reasoning Questions
CAI Assignments to be specified by faculty

Unit 6

Chapter 34 - Anti-hyperlipidemic Drugs

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will discuss the general actions, uses, adverse reactions, contraindications, precautions & interactions of anti-hyperlipidemic drugs.
2. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking an anti-hyperlipidemic drug.

Student Learning Outcomes

3. The student will list some common nursing diagnoses particular to a patient taking an antihyperlipidemic drug.
4. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, special considerations, important points to keep in mind when assisting with educating patients about the use of an anti-hyperlipidemic drug.
5. The student will discuss cholesterol, HDL, LDL, & triglyceride levels and how they contribute to the development of heart disease.
6. The student will discuss therapeutic life changes & how they affect cholesterol levels.

Learning Content

- I. Lipoproteins
- II. Cholesterol Levels
- III. HMG-CoA Reductase Inhibitors
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications and Precautions
 - E. Interactions
- IV. Bile Acid Resins
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications and Precautions
 - E. Interactions
- V. Fibric Acid Derivatives
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications and Precautions
 - E. Interactions
- VI. Miscellaneous Anti-hyperlipidemic Drugs
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications, Precautions & Interactions
- VII. Nursing Process: The Patient Receiving an Anti-hyperlipidemic Drug

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.
Lecture/Discussion
Clinical Reasoning Questions
CAI Assignments to be specified by faculty

Unit 6 con't
Chapter 36 - Anti-anginal and Vasodilating Drugs

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered

Student Learning Outcomes

Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will list the types of anti-anginal drugs.
2. The student will discuss the general actions, uses, adverse reactions, contraindications, precautions & interactions of anti-anginal drugs.
3. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking an anti-anginal drug.
4. The student will list some common nursing diagnoses particular to a patient taking an antianginal drug.
5. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, and important points to keep in mind when assisting with educating patients about the use of anti-anginal drugs.

Learning Content

- I. Anti-anginal Drugs
 - A. Actions
 1. Nitrates and Calcium Channel Blockers
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications, Precautions
 - E. Interactions
- II. Nursing Process: The Patient Receiving an Anti-anginal Drug

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities. Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

Student Learning Outcomes

Unit 6 Con't Chapter 37 - Anticoagulant and Thrombolytic Drugs

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will discuss the uses, general drug actions, adverse reactions, contraindications, precautions & interactions of anticoagulant, antiplatelet, & thrombolytic drugs.
2. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking an anticoagulant or thrombolytic drug.
3. The student will list some common nursing diagnoses particular to a patient taking an anticoagulant or thrombolytic drug.
4. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, special considerations, and important points to keep in mind when assisting with educating patients about the use of an anticoagulant or thrombolytic drug.
5. The student will discuss hemostasis & thrombosis.

Learning Content

- I. Oral & Parenteral Anticoagulants
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications, Precautions & Interactions
- II. Antiplatelet
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications, Precautions & Interactions
- III. Thrombolytic Drugs
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications, Precautions & Interactions
- IV. Nursing Process: The Patient Receiving a Thrombolytic Drug, Anticoagulant, or Antiplatelet

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities. Lecture/Discussion
Clinical Reasoning Questions
CAI Assignments to be specified by faculty

Unit 6 Con't
Chapter 38 - Cardiotonics and Inotropic Drugs

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will discuss the uses, general drug action, general adverse reactions, contraindications, precautions & interactions of the cardiotonic and inotropic drugs.
2. The student will discuss the use of other drugs with positive inotropic action.
3. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking a cardiotonic drug.
4. The student will list some common nursing diagnoses particular to a patient taking a cardiotonic drug.
5. The student will identify the symptoms of digitalis toxicity.
6. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, special considerations, and important points to keep in mind when administering a cardiotonic drug.
7. The student will discuss heart failure in relationship to left ventricular failure, right ventricular failure, neurohormonal activity, & treatment options.

Learning Content

- I. Heart Failure
 - A. Left Ventricular Dysfunction
 - B. Right Ventricular Dysfunction
- II. Cardiotonics
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications and Precautions
 - E. Interactions
- III. The Nursing Process: The Patient Receiving a Cardiotonic Drug

Student Learning Outcomes

Unit 6 Con't Chapter 39 - Antiarrhythmic Drugs

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will describe various types of cardiac arrhythmias.
2. The student will discuss the uses, general drug actions, general adverse reactions, contraindications, precautions & interactions of the antiarrhythmic drugs.
3. The student will discuss important pre-administration and ongoing assessments the nurse should perform on a patient taking an antiarrhythmic drug.
4. The student will list some common nursing diagnoses particular to a patient taking an antiarrhythmic drug.
5. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, special considerations, and important points to keep in mind when assisting with educating patients about the use of antiarrhythmic drugs.

Learning Content

- I. Antiarrhythmic Drugs
 - A. Actions
- II. Class I Sodium Channel Blockers
- III. Class II B-Adrenergic Blockers
- IV. Class III Potassium Channel Blockers
- V. Class IV Calcium Channel Blockers
 - A. Uses
 - B. Adverse reactions
 - C. Contraindications
 - D. Precautions
 - E. Interactions
- VI. Nursing Process: The Patient Receiving an Antiarrhythmic Drug

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion
Clinical Reasoning Questions
CAI Assignments to be specified by faculty

Unit 7
Chapter 35 - Antihypertensive Drugs

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will list the various types of drugs used to treat hypertension.
2. The student will discuss the general drug actions, uses, adverse reactions, contraindications, precautions & interactions of the antihypertensive drugs.
3. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking an antihypertensive drug.
4. The student will explain why blood pressure determinations are important safety considerations during therapy with an antihypertensive drug.
5. The student will list some common nursing diagnoses particular to a patient taking an antihypertensive drug.
6. The student will discuss ways to promote an optimal response to therapy, how to manage adverse reactions, special considerations, and important points to keep in mind when assisting with educating patients about the use of an antihypertensive drug.
7. The student will discuss the various types of hypertension and risk factors involved.
8. The student will identify normal and abnormal blood pressure levels for adults.

Learning Content

- I. Risks Factors for Hypertension
- II. Non-pharmacological Management of Hypertension
- III. Drug Therapy for Hypertension
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications
 - E. Precautions
 - F. Interactions
- IV. Nursing Process: The Patient Receiving an Antihypertensive Drug

Learning Activities

Readings from required and recommended texts.
Case study reviews.
Critical thinking activities.

Student Learning Outcomes

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

Unit 7**Chapter 33 - Diuretics**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will list the general types of diuretics.
2. The student will discuss the uses, general drug actions, adverse reactions, contraindications, precautions & interactions of the diuretics.
3. The student will describe important pre-administration and ongoing assessment activities the nurse should perform on the patient taking a diuretic.
4. The student will list some common nursing diagnoses particular to a patient taking a diuretic.
5. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, and important points to keep in mind when assisting with educating patients about the use of diuretics.

Learning Content

I. Diuretics A.

Actions

B. Uses

C. Adverse Reactions

D. Contraindications

E. Precautions

F. Interactions

II. Nursing Process: The Patient Receiving a Diuretic

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities. Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

Unit 8
Chapter 24 - Adrenergic Drugs

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will discuss the activity of the autonomic nervous system specifically the sympathetic branch.
2. The student will discuss the types of shock, physiologic responses of shock, and the use of adrenergic drugs in the treatment of shock.
3. The student will discuss the types, uses, general drug actions, adverse reactions, contraindications, precautions & interactions associated with the administration of adrenergic drugs.
4. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking adrenergic drugs.
5. The student will list some common nursing diagnoses particular to a patient taking the adrenergic drugs.
6. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, special considerations, and important points to keep in mind when assisting with educating patients about the use of adrenergic drugs.

Learning Content

- I. Adrenergic Drugs
 - A. Actions
 1. Receptor Selectivity
 - B. Uses
 1. Treating Shock
 - C. Adverse Reactions
 - D. Contraindications
 - E. Precautions
 - F. Interactions
- II. Nursing Process: The Patient Receiving an Adrenergic Drug

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Student Learning Outcomes

CAI Assignments to be specified by faculty

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical

Unit 8 con't

Chapter 25 - Adrenergic Blocking Drugs

thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will list the types of adrenergic blocking drugs.
2. The student will discuss the uses, general drug actions, general adverse reactions, contraindications, precautions & interactions of the adrenergic blocking drugs.
3. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking adrenergic blocking drugs.
4. The student will list some common nursing diagnoses particular to a patient taking the adrenergic blocking drugs.
5. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, therapeutic nursing interventions that may be done to minimize orthostatic or postural hypotension, and important points to keep in mind when assisting with educating patients about the use of adrenergic blocking drugs.

Learning Content

- I. Adrenergic Blocking Drugs
 - A. Alpha-Adrenergic Blocking Drugs
 1. Actions
 2. Uses
 3. Adverse Reactions
 4. Contraindications, Precautions & Interactions
 - B. Beta-Adrenergic Blocking Drugs
 1. Actions
 2. Uses
 3. Adverse Reactions
 4. Contraindications, Precautions & Interactions
 - C. Alpha/Beta-Adrenergic Blocking Drugs
 1. Actions
 2. Uses
 3. Adverse Reactions
 4. Contraindications, Precautions & Interactions
 - D. Centrally and Peripherally Acting Anti-adrenergic Drugs
 1. Actions
 2. Uses

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical

3. Adverse Reactions
 4. Contraindications, Precautions & Interactions
- II. Nursing Process: The Patient Receiving an Adrenergic Blocking Drug

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty **Unit 8 con't**

Chapter 26 - Cholinergic Drugs

thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will discuss important aspects of the parasympathetic nervous system.
2. The student will discuss the uses, general drug actions, general adverse reactions, contraindications, precautions & interactions of the cholinergic drugs.
3. The student will identify important pre-administration and ongoing assessment activities the nurse should perform on the patient taking cholinergic drugs.
4. The student will list some common nursing diagnoses particular to a patient taking cholinergic drugs.
5. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, special considerations, and important points to keep in mind when assisting with educating patients about the use of cholinergic drugs.

Learning Content

- I. Acetylcholine (Ach)
- II. Cholinergic Drugs
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications
 - E. Precautions
 - F. Interactions
- III. Nursing Process: The Patient Receiving a Cholinergic Drug

Learning Activities

Readings from required and recommended texts.
Case study reviews.
Critical thinking activities. Lecture/Discussion
Clinical Reasoning Questions
CAI Assignments to be specified by faculty

Unit 8 con't
Chapter 27 - Cholinergic Blocking Drugs

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will discuss the uses, general drug actions, general adverse reactions, contraindications, precautions & interactions of the cholinergic blocking drugs.
2. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking cholinergic blocking drugs.
3. The student will list some common nursing diagnoses particular to a patient taking cholinergic blocking drugs.
4. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, special considerations, and important points to keep in mind when assisting with educating patients about the use of cholinergic blocking drugs.

Learning Content

- I. Cholinergic Blocking Drugs
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications
 - E. Precautions
 - F. Interactions
- II. Nursing Process: The Patient Receiving a Cholinergic Blocking Drug

Learning Activities

Readings from required and recommended texts.
Case study reviews.
Critical thinking activities. Lecture/Discussion
Clinical Reasoning Questions
CAI Assignments to be specified by faculty

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical

Unit 9
Chapter 21 - Sedatives and Hypnotics

thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will differentiate between a sedative and a hypnotic.
2. The student will discuss the uses, general drug actions, general adverse reactions, contraindications, precautions & interactions of the barbiturates and miscellaneous sedatives and hypnotics.
3. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking a sedative or hypnotic.
4. The student will list some common nursing diagnoses particular to a patient taking a sedative or hypnotic.
5. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, and important points to keep in mind when assisting with educating patients about the use of a sedative or hypnotic.

Learning Content

- I. Sedatives and Hypnotics
- II. Actions
 1. Barbiturates
 2. Benzodiazepines and Non-benzodiazepines
 - A. Uses
 - B. Adverse Reactions
 - C. Contraindications
 - D. Precautions
 - E. Interactions
- III. Nursing Process: The Patient Receiving a Sedative or Hypnotic

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion
Clinical Reasoning Questions
CAI Assignments to be specified by faculty

Unit 9 con't
Chapter 18 - Central Nervous System Stimulants

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will list the three types of nervous system stimulants.
2. The student will discuss the uses, general drug actions, general adverse reactions, contraindications, precautions & interactions of the central nervous system stimulants.
3. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking a central nervous system stimulant.
4. The student will list some common nursing diagnoses particular to a patient taking a central nervous system stimulant.
5. The student will discuss ways to promote an optimal response to drug therapy, special considerations, how to manage common adverse drugs reactions, and important points to keep in mind when assisting with educating patients about the use of central nervous system stimulants.

Learning Content

- I. Central Nervous System Stimulants
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications
 - E. Precautions
 - F. Interactions
- II. Nursing Process: The Patient Receiving a Central Nervous System Stimulant

Learning Activities

Readings from required and recommended texts.
Case study reviews.
Critical thinking activities. Lecture/Discussion
Clinical Reasoning Questions
CAI Assignments to be specified by faculty

Student Learning Outcomes

Unit 9 con't
Chapter 19 - Cholinesterase Inhibitors

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will discuss the symptoms of Alzheimer's disease.
2. The student will discuss the uses, general drug actions, general adverse reactions, contraindications, precautions & interactions associated with cholinesterase inhibitors.
3. The student will discuss pre-administration and ongoing assessments the nurse should perform with the patient taking a cholinesterase inhibitor.
4. The student will list common nursing diagnoses particular to a patient taking a cholinesterase inhibitor.
5. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, and important points to keep in mind when educating patients about the use of the cholinesterase inhibitors.

Learning Content

- I. Cholinesterase Inhibitors
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications, Precautions & Interactions
- II. Nursing Process: The Patient Receiving a Cholinesterase Inhibitor for Dementia of Alzheimer's Disease

Learning Activities

Readings from required and recommended texts.
 Case study reviews.
 Critical thinking activities. Lecture/Discussion
 Clinical Reasoning Questions
 CAI Assignments to be specified by faculty

Unit 10
Chapter 28 - Antiparkinson Drugs

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will define the terms Parkinson's disease and Parkinsonism.
2. The student will discuss the uses, general drug action, adverse drug reactions, contraindications, precautions & interactions of the anti-parkinsonism drugs.
3. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking anti-parkinsonism drugs.
4. list some common nursing diagnoses particular to a patient taking anti-parkinsonism drugs.
5. The student will discuss ways to promote an optimal response to therapy, how to manage adverse reactions, special considerations when administering the anti-parkinsonism drugs, and important points to keep in mind when assisting with educating patients about the use of the anti-parkinsonism drugs.

Learning Content

- I. Dopaminergic Drugs
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications and Precautions
 - E. Interactions
- II. Dopamine Receptor Agonists
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications and Precautions
 - E. Interactions
- III. COMT Inhibitors
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications, Precautions & Interactions
- IV. Cholinergic Blocking Drugs
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications, Precautions & Interactions
- V. The Nursing Process: The Patient Receiving an Anti-parkinsonism Drug

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty **Chapter 10 Con't**

Chapter 29 - Antiepileptics

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will list the types of drugs used as antiepileptics.
2. The student will discuss the general drug actions, uses, adverse reactions, contraindications, precautions & interactions of antiepileptics.
3. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient receiving an antiepileptics.
4. The student will list some common nursing diagnoses particular to a patient taking an antiepileptics.
5. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, special considerations when administering the antiepileptics, and important points to keep in mind when assisting with educating a patient about the use of antiepileptics.

Learning Content

- I. Antiepileptics
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications
 - E. Precautions
 - F. Interactions
- II. Nursing Process: The Patient Receiving an Anticonvulsant

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities. Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

Unit 10 Con't
Chapter 30 - Skeletal Muscle, Bone, & Joint Disorders Drugs

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will list the types of drugs used to treat musculoskeletal disorders.
2. The student will discuss the uses, general drug actions, general adverse reactions, contraindications, precautions, & interactions of the drugs used to treat musculoskeletal disorders.
3. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking drugs used to treat musculoskeletal disorders.
4. The student will list some common nursing diagnoses particular to a patient taking a drug for the treatment of musculoskeletal disorders.
5. The student will discuss ways to promote an optimal response to therapy, management of adverse reactions, special considerations, and important points to keep in mind when assisting with educating the patient about drugs used to treat musculoskeletal disorders.

Learning Content

- I. Disease-Modifying Anti-rheumatic Drugs
 - A. Actions and Uses
 - B. Adverse Reactions
 - C. Contraindications
 - D. Precautions
 - E. Interactions
- II. Bone Reabsorption Inhibitors: Bisphosphonates
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications and Precautions
 - E. Interactions
- III. Skeletal Muscle Relaxants
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications

- E. Precautions
- F. Interactions
- IV. Uric Acid Inhibitors
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications
 - E. Precautions
 - F. Interactions
- V. Nursing Process: The Patient Receiving a Drug for a Musculoskeletal Disorder

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

Unit 11
Chapter 40 – Upper Gastrointestinal System Drugs
Chapter 41 - Lower Gastrointestinal System Drugs

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will list the types of drugs prescribed or recommended for gastrointestinal disorders.
2. The student will discuss the uses, general drug actions, general adverse reactions, contraindications, precautions & interactions associated with upper and lower gastrointestinal drugs.
3. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking an upper or lower gastrointestinal drug.
4. The student will list some common nursing diagnoses particular to a patient taking a upper or lower gastrointestinal drug.
5. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, contraindications, precautions & interactions, and important points to keep in mind when assisting with educating patients about the use of an upper or lower gastrointestinal drugs.
6. The student will describe how inflammatory bowel disease alters function of the lower gastrointestinal system.

Learning Content

- I. Upper GI Drugs
 - A. Acid Neutralizers: Antacids
 1. Actions
 2. Uses
 3. Adverse Reactions

4. Contraindications and Precautions
 5. Interactions
 - B. Acid-Reducing Agents
 1. Actions
 2. Uses
 3. Adverse Reactions
 4. Contraindications and Precautions
 5. Interactions
 - C. Proton Pump Inhibitors
 1. Actions
 2. Uses
 3. Adverse Reactions
 4. Contraindications and Precautions
 5. Interactions
 - D. Misc. Acid Reducers
 1. Actions
 2. Uses
 3. Adverse Reactions
 4. Contraindications and Precautions
 5. Interactions
 - E. Gastrointestinal Stimulants
 1. Actions
 2. Uses
 3. Adverse Reactions
 4. Contraindications and Precautions
 5. Interactions
 - F. Antiemetics
 1. Actions
 2. Uses
 3. Adverse Reactions
 4. Contraindications
 5. Precautions
 6. Interactions
 - G. Emetics
 - H. Nursing Process: The Patient Receiving a Drug for an Upper GI Condition
- II. Lower GI Drugs
- Anti-inflammatory Bowel Disease
1. Aminosalicylates
 - a. Actions and Uses
 - c. Adverse Reactions
 - d. Contraindications and Precautions
 - e. Interactions
 - A. Anti-diarrheals

1. Actions and Uses
 2. Adverse Reactions
 3. Contraindications and Precautions
 4. Interactions
- B. Anti-flatulents
1. Actions
 2. Uses
 3. Adverse Reactions
 4. Contraindications and Precautions
 5. Interactions
- C. Laxatives
1. Actions
 2. Uses
 3. Adverse Reactions
 4. Contraindications and Precautions
 5. Interactions
- D. Nursing Process: The Patient Receiving a Drug for a Lower GI Condition

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty **Unit 12**

Chapter 42 - Anti-diabetics

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will describe the types of diabetes mellitus.
2. The student will discuss the types, uses, general drug actions, adverse reactions contraindications, precautions & interactions of insulin.
3. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking insulin.
4. The student will list some common nursing diagnoses particular to a patient taking insulin.
5. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, special considerations, and important points to keep in mind when assisting with educating patients about the use of insulin.
6. The student will list the different types of oral anti-diabetic drugs.
7. The student will discuss the uses, general drug actions, and adverse reactions contraindications, precautions & interactions of the oral anti-diabetic drugs.

8. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking an oral anti-diabetic drug.
9. The student will list some common nursing diagnoses particular to a patient taking an oral anti-diabetic drug.
10. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, special considerations, and important points to keep in mind when assisting with educating patients about the use of oral anti-diabetic drugs.

Learning Content

- I. Diabetes Mellitus
- II. Insulin A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications and Precautions
 - E. Interactions
- III. Oral Anti-diabetic Drugs
 - A. Uses
 - B. Actions
 - C. Adverse Reactions
 - D. Contraindications, Precautions & Interactions
- IV. Nursing Process: The Patient Receiving Insulin or an Oral Anti-diabetic Drug

Learning Activities

Readings from required and recommended texts.
Case study reviews.
Critical thinking activities.
Lecture/Discussion

Clinical Reasoning Questions
CAI Assignments to be specified by faculty

Unit 12 con't

Chapter 43 - Pituitary & Adrenocortical Hormones

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will list the hormones produced by the pituitary gland and the adrenal cortex.
2. The student will discuss general actions, uses, adverse reactions, contraindications, precautions, & interactions of the pituitary and adrenocortical hormones.
3. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on a patient taking the pituitary and adrenocortical hormones.
4. The student will list some common nursing diagnoses particular to a patient taking a pituitary or adrenocortical hormone.
5. The student will discuss ways to promote an optimal response to therapy, how to manage common adverse reactions, special considerations, and important points to keep in mind when assisting with educating patients about the use of pituitary or adrenocortical hormones.

Learning Content

- I. Posterior Pituitary Hormones
 - A. Vasopressin
 1. Actions
 2. Uses
 3. Adverse Reactions
 4. Contraindications, Precautions & Interactions
 - B. Nursing Process: The Patient Receiving Vasopressin
- II. Anterior Pituitary Hormones
 - A. Gonadotropins: Follicle-Stimulating Hormone & Luteinizing Hormone
 1. Actions
 2. Uses
 3. Adverse Reactions
 4. Contraindications, Precautions & Interactions
 5. Nursing Process: The Patient Receiving a Gonadotropin
 - B. Growth Hormone
 1. Actions
 2. Uses
 3. Adverse Reactions
 4. Contraindications, Precautions & Interactions
 5. Nursing Process: The Patient Receiving a Growth Hormone
 - C. Adrenocorticotropic Hormone (ACTH): Corticotropin
 1. Actions
 2. Uses

3. Adverse Reactions
4. Contraindications, Precautions & Interactions III. Adrenocortical

Hormones

A. Glucocorticoids

1. Actions
2. Uses
3. Adverse Reactions
4. Contraindications, Precautions & Interactions

B. Mineralocorticoids

1. Actions
2. Uses
3. Adverse Reactions
4. Contraindications, Precautions & Interactions

C. Nursing Process: The Patient Receiving a Glucocorticoid or Mineralocorticoid

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty

Unit 12 con't
Chapter 44 - Thyroid & Anti-thyroid Drugs

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will identify the hormones produced by the thyroid gland.
2. The student will discuss the uses, general drug actions, general adverse reactions, contraindications, precautions, & interactions of thyroid and anti-thyroid drugs.
3. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking thyroid and anti-thyroid drugs.
4. The student will list the signs and symptoms of iodism and iodine allergy.
5. The student will discuss ways to promote an optimal response to therapy, how to manage adverse reactions, special considerations, and important points to keep in mind when assisting with educating patients about the use of thyroid and anti-thyroid drugs.

Learning Content

- I. Thyroid Hormones
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications and Precautions
 - E. Interactions
- II. Anti-thyroid Drugs
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications, Precautions & Interaction
- III. Nursing Process: The Patient Receiving an Anti-thyroid Drug, Followed by a Thyroid Hormone Supplement

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities. Lecture/Discussion

Clinical Reasoning Questions
CAI Assignments to be specified by faculty

Unit 12 Con't

Chapter 45 - Male & Female Hormones

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession and will be able to perform the following:

1. The student will discuss the medical uses, actions, adverse reactions, contraindications, precautions, & interactions of the male and female hormones.
2. The student will discuss important pre-administration and ongoing assessment activities the nurse should perform on the patient taking male or female hormones.
3. The student will list some common nursing diagnoses particular to a patient taking male or female hormones.
4. The student will discuss ways to promote an optimal response to the therapy, how to manage adverse reactions, special considerations, and important points to keep in mind when assisting with educating the patient about the use of male or female hormones.

Learning Content

- I. Male Hormones
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications and Precautions
 - E. Interactions
- II. Nursing Process: The Client Receiving a Male Hormone
- III. Female Hormones
 - A. Actions
 - B. Uses
 - C. Adverse Reactions
 - D. Contraindications and Precautions
 - E. Interactions
- IV. Nursing Process: The Patient Receiving a Female Hormone

Learning Activities

Readings from required and recommended texts.

Case study reviews.

Critical thinking activities. Lecture/Discussion

Clinical Reasoning Questions

CAI Assignments to be specified by faculty.