

Imperial Valley College
Division of Nursing Education and Health Technologies
Pharmacology for Nurses (RN)
Nursing 123 CRN 20835
Class Schedule Spring 2014 (1.5 credits)

Time: 8:35 am-10:00 am Instructor: Rick Fitzsimmons FNP-BC, MSN,

Day: Monday: Classroom: 2150

Deadline to drop WITH “W”: April 8, 2014 (12th week)

Office: 2129

Phone: 355-6421

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Texts Required:

Lilley, Collins, Harrington & Snyder: Pharmacology and the Nursing Process 7th ed. Mosby Elsevier 2011: ISBN-978-0-323-08789-6**:**

ATI Pharmacology Made Easy: Online

Recommended Text:

Current ATI Pharmacology review book

Pharmacology review book and NLC computer programs (Available in NLC)

Nursing 123 (1.5 units)

PHARMACOLOGY II

Term Hours: 27 Lec, 0 Lab

Letter Grade only

Prerequisites: Nurs 12014.

Corequisites: NURS 121, NURS 125.

The course addresses the principles of medication therapy for acute and complex conditions including the effects, actions, algorithms and recommended use of drugs in the treatment of complex patient problems. Safe administration practices and reduction of medication errors will be covered. The student will learn to manage complex medication administration through various routes including intravenous routes. Nursing actions and rationale for nursing actions are explored. Clinical application is integrated into the clinical nursing courses.

Grading: Student progress in this course may be measured using exams, quizzes, pop-quizzes, homework assignments, drug cards, classroom presentation, online assignments, and simulated clinical experiences. A comprehensive final examination will be given that will count for 25% of the course grade. The final exam must be passed with a 75%. Failure of the final will result in course failure.

The course grade will be computed as follows 75% will come from an average of all assignments prior to the final exam, and 25% of the course grade will come from the final exam. Drug card and assignments will compose 35% and Tests 65% of the 75% of grade.

THERE WILL BE NO MAKE UPS FOR Tests, Exams, or Quizzes. Student Class presentation, papers or assignment may be assigned as time is permitted in the class.

RN Nursing Grading Scale

A = 92 –100%

B = 83 – 91 %

C = 75 – 82 %

D = 68 – 74 %

F = Below 68%

“Each semester of the nursing program includes at minimum a) theory course work, b) clinical experience course work, and c) nursing skills laboratory work as well as any required co-requisite courses. 1) Each of these areas must be passed with a 75% or better 2) Failure of any one part necessitates re-taking **all** three; i.e. theory, clinical, and skills to meet the Board of Nursing requirement for concurrent clinical and classroom study.” See RN program Handbook.

Minimum course requirements for progression in the Nursing Program 1) **Final Course Grades must be 75% („C“) or better, based on ALL the following:** (a) **All finals will be passed with a score of 75% or better. See RN program Handbook.**

Attendance: Attendance –according to the Imperial Valley College Catalog: Regular attendance in all classes is expected of all students enrolled. Instructors are expected to take a student’s record into account in computing grades. A student may be excluded from further attendance in a class during any semester when absences after close of registration have exceeded the number of class hours which the class meets per week. Students who are late to class three times in any nursing course will be considered absent for one day.

Disruptive Behavior: An instructor may drop any student judged to be a disturbing element in the class. Cell phones, pagers and all electronic devices shall be turned off during class. Disruptive behavior during lecture will not be tolerated.

Cheating Behavior: **Students caught cheating or attempting to cheat on exams will be given a zero for that exam.** The student may also be referred to the Dean of Instruction for further discipline. Cheating includes, but is not limited to looking at another student’s paper, opening any other computer window outside of test window, minimized cheat sheets, speaking out answers or questions, the use of open box or notes, finger spelling in sign language, notes written on skin, or text messaging or use of high tech gadgets to provide testing material.

Miscellaneous: Students are encouraged to utilize the: Health Science Learning Center (Nursing Learning Center) Phone: 355-6530

Disabilities: Any student with a documented disability who may need educational accommodations should notify the instructor or the **Disabled Student Programs and Services (DSP & S)** office as soon as possible. DSP&S is located in Room 2117 in the Health Science Building. Their phone number is 760-355-6312.

Please see the, **Imperial Valley College General Catalog**, for more information on college policies and useful information.

This schedule is subject to change to meet the learning objectives of the course and progress of the students. The instructor has final word in all schedule changes including test dates and make up assignments. When enrolled in the class you will accept all professional judgments on the day to day running of the class. Any concerns about the class must first be taken up with the instructor. The next person in the chain of command is the Director of the Health Sciences Division. As a student enrolled in this class you will follow all the **Regulations** covered in the student handbook. Failure to follow these regulations may result in a grade of (F).

ATI Testing: An ATI test in pharmacology may be required of RN students during progress thru the nursing program. Please see the Imperial Community College District Division of Nursing and Allied Health Technologies RN Program Handbook.

Students failing unit exams are expected to develop remediation plans and meet with the Nursing Learning Center Staff prior to the next exam. Completion of remediation plan should be documented.

Student Learning Outcomes

1. Identify the mechanism of action, use, side effects and nursing interventions of medications for the autonomic nervous system, pain control, anesthesia, allergic rhinitis, cold & flu, asthma & pulmonary disorders, bone & joint diseases, seizures, anxiety/mood disorders & CNS stimulants, Psychoses, CNS Diseases, neuromuscular disorders, shock, CHF, Angina/MI, Dysrhythmias, hematopoietic disorders, immune system modulation antiviral/antibiotics, drugs for neoplasia, reproductive health meds and endocrine by passing the final with a 75 percent or better.
2. The student will be able to apply pharmacological principles in the care of patients by passing the ATI Pharmacology test in the 3rd semester and the pharmacology aspect of the ATI predictor with a raw score of 70% or better on both tests.

Pharmacology II
Nursing 123

Date	Description	Reading is to be done prior to class so that you may be an active participant in Lecture and class activities.
1-27-2014	Introduction: Autonomic Nervous System	Read syllabus. Lilley Ch. 18,19,20,21 ATI Pharm made easy Drug cards: Compare/Contrast (C/C) Adrenergic agent; Norepinephrine (Levophed) <i>Adrenergic blocking agent;</i> <i>Alpha blockers: Prazosin (Minipress)</i> <i>Beta blockers: Metoprolol (Lopressor, Toprol XL)</i> <i>C/C Cholinergic Agent (Direct acting parasympathomimetic); Bethanechol (Urecholine) Cholinergic blocking agent; Atropine (Atropair)</i> <i>C/C Acetylcholinesterase Inhibitor; Donepezil (Aricept), Memantine (Namenda) (Group together for dementia)</i>
2-3-2014	Local and General Anesthesia	Lilley Ch: 11. Drug Cards: Local Anesthetic Amide; Lidocaine (Xylocaine) Compare/Contrast (C/C) General Anesthetic Gas; Nitrous Oxide Volatile Anesthetic; Halothane (Fluothane) IV Anesthetic; Thiopental (Pentothal) Neuromuscular Blocker; Succinylcholine (Anectine)
2-10-2014	EXAM 1 Allergic Rhinitis and Cold & Flu preparations Asthma & Pulmonary Disorders	Lilley Ch. 36. ATI Pharm made easy: Respiratory Drug Cards: C/C: H1-receptor Antagonist (First-gen); Diphenhydramine (Benadryl), H1- Blocker (Second Gen); Fexofenadine (Allegra) C/C Decongestant/Sympathomimetic; Oxymetazoline (Afrin) Expectorant; Guaifensin (Robitussin, Mucinex) Lilley Ch. 37. Drug Cards: C/C: Bronchodilator/Beta2 adrenergic Agonist; Albuterol (Proventil, Ventolin, ProAir) Bronchodilator/Anticholinergic; Ipratropium Bromide (Atrovent) Xanthine Derivatives; Theophylline (Theo-Dur) Inhaled/nasal Glucocorticoid; Fluticasone (Flovent) Leukotriene Receptor Antagonist: Montelukast (Singular)
2-24-2014	Bone and Joint Disorders	Lilley Ch. 44, 47, pp.770-781. ATI Pharm: Musculoskeletal Drug cards: C/C: NSAID's Salicylate; Aspirin (Acetylsalicylic Acid) Acetic Acid Derivatives: Diclofenac (Voltaren) Cyclooxygenase 2 inhibitors: Celecoxib (Celebrex) Propionic acid derivatives: Ibuprofen (Motrin) (Group all NSAIDs together in one card) C/C: Uric Acid inhibitor (Colchicine) Allopurinol (Zyloprim) (Group together as Gout drugs) C/C: Miscellaneous immunomodulating: Etanercept (Enbrel) Disease modifying antirheumatic Drug; Hydroxychloroquine Sulfate (Plaquenil)

3-3-2014	Exam 2 Seizures/Epileptic Anxiety/ Mood Disorders& CNS stimulants	Lilley Ch. 14 ATI Pharm Made Easy: Neurological <i>Barbiturate; Phenobarbital (Luminal)</i> <i>C/C: Hydantion; Phenytoin (Dilantin)</i> <i>Iminostilbenes: Carbamazepine (Tegratol)</i> <i>Miscellaneous antiepileptic: Levetiracetam (Keppra) (Group 3 together for seizures)</i> Lilley Ch. 12, 16, <i>C/C: Benzodiazepine; Lorazepam (Ativan)</i> Miscellaneous: Buspirone (Buspar) <i>C/C: Drug cards: Selective Serotonin Reuptake inhibitor (SSRI); Escitalopram (Lexapro)/ Tricyclic Antidepressant; Imipramine (Tofranil) Tetracyclics: Mirtazapine (Remeron)</i> <i>Atypical Antidepressant: Bupropion (Wellbutrin)</i> <i>Serotonin-norepinephrine reuptake inhibitor (SNRI): Duloxetine (Cymbalta)</i> <i>Monoamine Oxidase Inhibitor; Phenelzine (Nardil)</i> <i>Drug for Bipolar Disorder (Mood Stabilizers);</i> Lithium (Lithobid); <i>C/C : CNS stimulant; Compare Methylphenidate (Ritalin) with Amphetamine aspartate (Adderall)</i>
3-10-2014	Drugs for Psychoses Drugs for CNS disease Neuromuscular Disorders	Lilley Ch. 16. ATI Pharm Made Easy: Neurological Drug Cards <i>C/C: Phenylbutylpiperidines: Haloperidol (Haldol)</i> <i>Atypical Antipsychotic; Dibenzodiazepines: Quetiapine (Seroquel); Quinolinone: Aripiprazole (Abilify) (Group all 3 together in one card)</i> Lilley Ch.: 13, 15, <i>Antimigraine Agent, Triptan; Sumatriptan (Imitrex)</i> <i>Anorexiants: Phentermine (Adepix)</i> <i>C/C: Dopaminergic Agent; Levodopa (Larodopa)</i> <i>Cholinergic Blocker; Benztropine (Cogentin)</i> <i>COMT inhibitors: Tolcapone (Tasmar)</i> <i>MAO-B inhibitors: Selegiline (eldepryl)</i> <i>Nondopamine dopamine receptor agonists: Pramipexole (Mirapex) (Group all Parkinson drugs together)</i> Lilley Ch. 12 Drug cards: <i>C/C: {Centrally acting Muscle relaxant; Cyclobenzaprine (Flexeril); Direct-acting Antispasmodic; Dantrolene Sodium (Dantrium);</i> <i>C/C: [Sedative-Hypnotic Benzodiazepines: Long acting; Flurazepam (Dalmane) Short acting: Temazepam (Restoril); Nonbenzodiazepine CNS depressant; Zolpidem (Ambien)]</i>

3-17-2014	Exam 3 Drugs for Shock IV therapy, IV, IVP, Infusions	Lilley Ch. 18 & Ch 29, pp.474-480 ATI Pharm Made Easy: Cardiovascular Drug cards: Colloid & blood Albumin (Albuminar) C/C: <i>Catecholamines: Norepinephrine</i> (Levophed) Dobutamine (Dobutrex) Dopamine (Intropin)(Group these 3 together) Epinephrine (Adrenalin)
3-24-2014	CHF Angina/MI	Lilley Ch. 24 ATI Pharm Made easy: Cardiovascular Drug Cards: <i>Cardiac Glycoside; Digoxin</i> (Lanoxin) C/C: <i>B-type natriuretic peptide: Nesiritide</i> (Natreor) <i>Phosphodiesterase Inhibitor; Milrinone</i> (Primacor) Lilley Ch. 23 Drugs Cards: <i>Nitrate; Nitroglycerin</i> , (Nitrostat) <i>Calcium Channel Blocker; Dihydropyridenes: Amlodipine</i> (Norvasc);
3-31-2014	Dysrhythmias /Shock Hematopoietic Disorders	Lilley Ch. 25 ATI Pharm made easy: Cardiovascular Drug Cards: C/C: [<i>Sodium Channel Blocker/Class 1A; Procainamide; Class 1b: Lidocaine; Class 1c: Propafenone</i> (Rythmol)(Group these 3 together)] C/C: <i>Beta-adrenergic Antagonist/Class II ; esmolol</i> (Brevibloc) <i>Potassium Channel Blocker/Class III; Amiodarone</i> (Cordarone) <i>Calcium Channel Blocker/Class IV; Verapamil</i> (Calan) <i>Unclassified: Adenosine</i> (Adenocard) Lilley Ch. 47 pp 764-768, Ch 54 Drug cards: C/C: <i>Hematopoietic Growth Factor; Epoetin</i> (Epogen) <i>Colony-stimulating Factor; Filgrastim</i> (Neupogen)(Group these 2 together) <i>Iron supplement; Ferrous Sulfate</i>
4-7-2014	Exam 4 Immune system modulation Antifungal/antitubercular	Lilley Ch.48 ATI Pharm made easy: Immune Drug Card C/C: <i>Immunosuppressant; Cyclosporine</i> (Sandimmune, Neoral) Azathioprine (Imuran) Lilley Ch. 41, 42,43 Drug Card: C/C: <i>Antitubercular: isoniazid</i> (INH); ethambutol (myambutol), rifampin (Rifadin)(Group TB together) C/C: <i>Antifungal: Amphotericin B, Fluconazole</i> (Diflucan), terbinafine (Lamisil),

		C/C: Helminthic: mebendazole (Vermox); albendazole (Albenza)
4-14-2014	Drugs for Neoplasia	Lilley Ch. 45,46 ATI Pharm C/C: <i>Antineoplastic/ Alkylating Agent</i> ; Cyclophosphamide (Cytoxan) <i>Antineoplastic/Antimetabolite</i> ; Methotrexate (Folex) <i>Antitumor Antibiotic</i> ; Doxorubicin (Adriamycin) <i>Vinca Alkaloid</i> ; Vincristine (Oncovin) <i>Antineoplastic/Antiestrogen</i> ; Tamoxifen (Nolvadex)
4-28-2014	<u>Exam 5</u> Reproductive Health Meds	Lilley: Ch. 34, 35 Drug cards: Oral contraceptives: <i>C/C Compare and contrast oral, injectable, transdermal and intravaginal contraceptives</i> C/C: <i>Bisphosphonate</i> ; alendronate (Fosamax) <i>Selective Estrogen Receptor Modulator</i> ; aloxifene (Evista) Finasterie (Proscar)
5-5-2014	Endocrine: Diabetic	Lilley, Ch. 32 ATI Pharm made easy: Endocrine Drug cards: Oral: Glinides: Repaglinide (Prandin) Alpha-glucosidase inhibitors: Acarbose (Precose)
5-5-2014	Endocrine:	Lilley, 30, 31, 33 ATI Pharm made easy: Endocrine Pituitary: Vasopressin (Pitressin) Thyroid: levothyroxine (Synthroid); Propylthiouracil (PTU) Adrenal: Glucocorticoids, Prednisone
5-12-2014	<u>Final Exam</u>	

Pharmacologic Drug Card Guidelines

The purpose of these drug cards is to have all students research drug classifications, outline them and then create a learning product. When these steps are taken your learning is enhanced. **Compare and contrast means to look at similarities of drugs and classes of drugs compared to how they are individual (different).** Any short cuts that you may take will be revealed in your clinical practice and didactic tests. **Tip : do not copy and paste to the point that you do not read or understand the material.**

All drug cards will follow the following format, or your grade will be severely impacted.

All papers will be **typed with roman or courier, no underlining, bold, or italics will be accepted.** No pictures or designer graphics that add only looks with **no informational content.** Large and small case lettering must be used as with all APA format. **Topic headers must be used to assist in organizing the material.**

All papers will have **headers on each page with title (drug class) and each group members name (last name).** Pages shall be **numbered** in proper sequence in **bottom right hand corner** (see page).

All papers will be in Paragraph form, no listing or outlining, unless used with appropriate APA indications.

All classifications need to be **described fully** in regards to **1) how the class of drugs work, 2) use and effects and half-life of the class of drugs, 3) side effects, adverse reactions, contraindications, & drug interactions** and 4) you need to evaluate the above to determine the **nurses monitoring or teaching priorities.**

Remember, you only need to explore the drug classification. Individual drugs need not be explored in this format, unless specifically requested. Many of the classifications are explained by using a drug prototype. You may also use this drug in your explanation (Beta Blockers = Inderal).

Peripheral Autonomic Nervous System: Drugs Affecting Transmission and Function

Classroom Objectives

1. Describe the general characteristics of the autonomic nervous system.
2. Describe drugs affecting the parasympathetic nervous system and autonomic ganglia.
3. Describe drugs affecting the sympathetic nervous system.
4. Describe the major classification of drugs that affect the autonomic nervous system:
 - a. Adrenergic drugs-
Adrenergic agonists and antagonists
Indirect acting anti-adrenergic agents
 - b. Cholinergic drugs-
Muscarinic agonist and antagonists
Cholinesterase inhibitors
Neuromuscular blocking agents and ganglionic blocking agents
5. Describe principles of drug therapy that relate to the autonomic nervous system.
6. Explain nursing actions with rationale for each autonomic nervous system drug.
7. Describe and use and function of neuromuscular blocking agents.

Learning Activities

1. Given a case scenario, give the effects, actions and therapeutic uses of Parasympathetic and Sympathetic medications. Include the nurse's responsibility in monitoring these drugs as they are administered to a patient. Be specific about patient teaching.
2. Examine other references for drugs related to the autonomic nervous system.
3. Discuss issues encountered in administering drugs in the clinical setting relative to the autonomic nervous system.
4. Complete the terminology list for the module. Discuss in class any terms not understood.
5. Read assigned references
6. View assigned videos and computer software.

CNS: Drugs Affecting Behavior, Psychotic State, Pain Sensation, Muscle Control and Sleep

Classroom Objectives

1. Describe the general characteristics of drugs used to relieve pain and inflammation.
 - a. analgesics and antipyretics
 - b. anesthetics
 - c. anti-inflammatory drugs
 - d. drugs used to treat hyperuricemia and gout
2. Describe the major classification of drugs that affect the Central Nervous System:
 - a. Narcotic Analgesics and Narcotic Antagonists
 - b. Sedatives - Hypnotics
 - c. Antianxiety Drugs
 - d. Antipsychotic Drugs
 - e. Antidepressants
 - f. Anticonvulsants
 - g. Antiparkinsonian Drugs
 - h. Skeletal Muscle Relaxants
 - i. Anesthetics
 - J. Central Nervous System Stimulants
3. Explain nursing actions with a rationale for each for CNS drugs.
4. Discuss principles of drug therapy that related to these drugs.
5. Describe patient teaching activities relative to these drugs.
6. Discuss Substance Abuse
 - a. Drug
 - b. Alcohol

Learning Activities

1. Given a case scenario, give the effects, actions and therapeutic uses of the drugs used to affect the CNS, relieve pain and inflammation. Include the nurse's responsibility in monitoring these drugs as they are administered to a patient. Be specific about teaching responsibilities.
2. Examine the PDR, Facts & Comparisons, Nurse's Drug Handbook or other reference for drugs related to the CNS, Pain, and inflammation.
3. Discuss issues encountered in administering drugs in the clinical setting relative to the CNS, pain relief and inflammation.
4. Complete the terminology list for the module. Discuss in class any terms not understood.
5. Read assigned references

6. View assigned videos and computer software.

Cardiovascular System: Drugs Affecting Cardiac Function, Blood Pressure, Renal Function and Coagulation

Classroom Objectives

1. Describe the major classification of drugs that affect the cardiovascular system:
 - a. Digitalis glycosides
 - b. Antiarrhythmic drugs
 - c. Antianginal drugs
 - d. Drugs used in hypotension and shock
 - e. Antihypertension drugs
 - f. Diuretics
 - g. Anticoagulants, antiplatelet, and thrombolytic agents
 - h. Lipid lowering drugs
2. Discuss principles of drug therapy that relate to drugs that affect the cardiovascular system.
3. Explain nursing actions with rationale for each for the cardiovascular system.
4. Describe patient teaching activities relative to the cardiovascular system.

Learning Activities

1. Given a case scenario, give the effects, actions and therapeutic uses of drugs affecting the cardiovascular system. Include the nurse's responsibility in monitoring these drugs as they are administered to a patient. Be specific about patient teaching.
2. Examine the PDR, Facts & Comparisons, Nurse's Drug Handbook or other reference for drugs related to the cardiovascular system.
3. Discuss issues encountered in administering drugs in the clinical setting relative to the cardiovascular system.
4. Read assigned references
5. View assigned videos and computer software.

Drugs Affecting the Endocrine Systems: Hormones and Related Compounds

Classroom Objectives

1. Describe the major classification of drugs that affect the endocrine system:
 - a. Hypothalamic & Pituitary Hormones
 - b. Corticosteroids
 - c. Thyroid & Antithyroid drugs
 - d. Hormones that regulate calcium & phosphorus metabolism
 - e. Antidiabetic drugs
 - f. Female sex hormones
 - g. Ovulation stimulants
 - h. Male sex hormones
2. Discuss principles of drug therapy that relate to the endocrine and reproductive systems.
3. Explain nursing actions with rationale for each for the endocrine and reproductive system drugs.
4. Describe patient teaching activities relative to endocrine and reproductive system drugs.

Learning Activities

1. Given a case scenario, give the effects, actions and therapeutic uses of drugs affecting the endocrine and reproductive system. Include the nurse's responsibility in monitoring the drugs as they are administered to a patient. Be specific about patient teaching responsibilities.
2. Examine the PDR, Facts & Comparisons, Nurse's Drug Handbook or other reference for drugs related to the endocrine and reproductive system.
3. Discuss issues encountered in administering drugs in the clinical setting relative to the endocrine and reproductive system.
4. Read assigned references
5. View assigned videos and computer software.

Drugs Affecting the Respiratory System

Classroom Objectives:

1. Describe the major classifications of drugs that affect the respiratory system:
 - a. Bronchodilating and anti-asthmatic drugs
 - b. Antihistamines
 - c. Nasal decongestants, antitussive, mucolytics and cold remedies
 - d. Glucocorticoid
2. Discuss principles of drug therapy that relate to drugs that affect the respiratory system.
3. Explain nursing action with rationale for each for the respiratory system drugs.

Learning Activities

1. Given case scenario, give the effects, actions and therapeutic uses of drugs affecting the respiratory system. Include the nurse's responsibility in monitoring these drugs as they are administered to a patient. Be specific about patient teaching.
2. Examine PDR, Facts & Comparisons, Nurse's Drug Handbook or other reference for drugs related to the respiratory system.
3. Discuss issues encountered in administering drugs in the clinical setting relative to the respiratory system.
4. Read assigned references
5. View assigned videos and computer software.

Neoplastic Cells: Drugs Affecting Cell Growth and Viability

Classroom Objectives

1. Describe the major classifications of antineoplastic drugs:
 - a. Alkylating agents
 - b. Nitrosoureas
 - c. Antimetabolites
 - d. Alkaloids
 - e. Antibiotics
 - f. Hormones
 - g. Radioactive iodine
2. Discuss major medications used in dermatologic conditions.
3. Discuss principles of drug therapy that relate to these drugs.
4. Explain nursing actions with rationale for each for these drugs.
5. Describe patient teaching activities relative to drugs for special conditions.

Learning Activities

1. Given a case scenario, give the effects, actions and therapeutic uses of drugs used for special conditions. Include the nurse's responsibility in monitoring these drugs as they are administered to a patient. Be specific about patient teaching responsibilities.
2. Examine the PDR, Facts & Comparisons, Nurse's Drug Handbook or other reference for drugs related to these special conditions.
3. Discuss issues encountered in the clinical setting relative to these drugs.
4. Discuss issues encountered when a patient is suspected of substance abuse.
5. Read assigned references

Drugs Affecting the Eye and Ear

Classroom Objectives

1. Describe the major classifications of drugs used in the eye.
 - a. Drugs used in the treatment of glaucoma
 - 1) Agents which decrease the formation of aqueous humor
 - 2) Drugs which increase the outflow of aqueous humor
 - 3) Drugs which decrease formation and increase outflow of aqueous humor
 - b. Mydriatic drugs
 - c. Ophthalmic anti-infective
 - d. Antiseptics
 - e. Local anesthetics
 - f. Corticosteroids
 - g. Miscellaneous drugs
2. Discuss principles of drug therapy that relate to drugs that are used in the eye.
3. Explain nursing actions with rationale for the drugs used in the eye.
4. Describe patient teaching activities relative to these drugs.

Learning Activities

1. Given a case scenario, give the effects, actions and therapeutic uses of drugs used in the eye. Include the nurse's responsibility in monitoring these drugs as they are administered to a patient. Be specific about patient teaching.
2. Examine the PDR, Facts & Comparisons, Nurse's Drug Handbook or other reference for drugs related to drugs used in the eye.
3. Discuss issues encountered in administering drugs in the clinical setting relative to the eye.
4. Read assigned references
5. View assigned videos and computer software.

Drugs Affecting Nutrition & Fluids

Classroom Objectives

1. Describe the major classification of drugs affecting nutrition.
 - a. Drugs used to treat nutritional anemia
 - b. Vitamins
 - c. Minerals and other nutritional agents
 - d. Drugs used to treat hyperlipidemia
2. Discuss principles of drug therapy that relate to nutrition.
3. Explain nursing actions with rationale for each nutritional drug.
4. Describe patient teaching activities relative to the drugs affecting nutrition.

Learning Activities

1. Given case scenario, give the effects, actions and therapeutic uses of drugs affecting nutrition. Give the nurse's responsibility in monitoring these drugs as they are administered to a patient.
2. Discuss principles of drug therapy related to these drugs.
3. Discuss issues encountered in administering drugs in the clinical setting relative to nutrition.
 - a. Describe the method of administering Imferon
4. Describe patient teaching activities relative to drug affecting nutrition.
5. Read assigned references
6. View assigned videos and computer software