

CLARENDON COLLEGE
PROFESIONAL NURSING PROGRAM
RNSG 1301 Pharmacology
LVN to RN Bridge ADN Program
Summer 2019

Course Name: RNSG 1301 Pharmacology

Credit Hours: 3

Classroom Location: Rm. 101

Pampa Center: 1601 W. Kentucky, Pampa, Texas 79065

Phone: Nursing – 806-660-2037 **Main** – (806) 665-8801

Instructor: Val Conrad, BS, BSN, MSN, APRN / FNP-C

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Office Hours: As posted or by appointment

Prerequisites: Admission to the Professional Nursing Bridge Program

Co-requisites: RNSG 1327 Transition to Professional Nursing, RNSG 1300 Health Assessment Across the Life Span & 1163 Clinical – Registered Nursing/Registered Nurse

Course Description:

Examination of selected principles related to the continued development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team and member of the profession. Application of advanced concepts and skills for the development of the professional nurse's roles with adult patients and families involving multiple body systems. Emphasis on advanced knowledge, judgment, skills, and professional values within a legal/ethical framework. Overview of the delivery of nursing care in a variety of community-based settings; application of systematic problem-solving processes and critical thinking skills, focusing on the examination of concepts and theories relevant to community-based nursing.

End-of-Course Outcomes: (WECM)

1. Prioritize the roles of the professional nurse in the provision of care for adult patients, families and community-based nursing.
2. Design and evaluate care for adult patients and families with advanced health care needs.

Course Outcomes: (DEC)

The Differentiated Essential Competencies (DEC) are fully integrated throughout the curriculum for the Professional Nursing student. The DEC relates to the entry level behaviors each student will acquire as they relate to the working world and the competencies required by the Texas Board of Nursing.

Learning Outcomes: (DEC)

Upon completion of Advanced Concepts of Adult Health, the student of the Professional Nursing Program will:

Member of the Profession

1. Identify an ethical-legal framework and applicable professional standards and requirements for nursing practice in critical care patient situations and community-based nursing.
2. Assume responsibility and accountability for the quality of nursing care provided to patients.
3. Identify avenues for continuing competence in critical care nursing practice and community-based nursing.
4. Discuss characteristics of quality nursing care in critical care and community-based areas and ways to promote critical care and community-based nursing practice.

Provider of Patient-Centered Care

1. Provide comprehensive nursing care to patients and their families.
2. Determine the health status and health needs of patients and their families based upon interpretation of health-related data and evidence-based health practices.
3. Discuss strategies, processes and procedures to promote, maintain, and restore the health of critically-ill and community-based patients and their families.
4. Utilize a systematic process and clinical reasoning to plan holistic patient-centered care for patients and their families within critical care and community-based environments.
5. Articulate nursing concepts specific to meeting unique psychosocial needs of critically-ill and community-based patients and their families.
6. Use the nursing process and critical thinking to analyze clinical data and current literature as a basis for decision-making in nursing practice.
7. Formulate effective health teaching strategies to use with critically-ill and community-based patients and families.
8. Identify both basic and advanced nursing skills relevant to the care of critically-ill and community-based patients and their families.
9. Recognize compassionate behaviors and appropriate communication skills in the care of diverse patients and their families within the critical care and community-based environments.
10. Determine available resources to meet the needs of critically-ill and community-based patients and their families for comprehensive, quality care.
11. Identify and maintain professional boundaries of the nurse-patient relationship.
12. Describe the role of nutrition and exercise in the management of common disease process.
13. Compare common etiological factors, clinical manifestations, & nursing management of eating disorders, obesity, and enteral/parenteral nutrition.

Patient Safety Advocate

1. Locate evidence-based practice data to improve the safety and quality acutely ill and community-based patient-centered care.
2. Discuss regulations of the Texas Nursing Practice Act and Texas Board of Nursing that pertain to the promotion of patient safety in critical care and community-based environments.
3. Implement measures to promote a safe environment for patients and others.
4. Accept and/or make assignments that take into consideration patient safety and that are commensurate with educational preparation and employing health care institutional policy.

Member of the Healthcare Team

1. Explain various approaches to working collaboratively with the interdisciplinary team to provide holistic patient-centered care to critical care and community-based environments.
2. Discuss effective interdisciplinary communication skills to accomplish holistic patient-centered care for critically ill and community-based patients and their families.
3. Summarize how information systems and technology can be utilized in the critical care and community-based environments to efficiently manage holistic patient-centered care.
4. Discuss principles and practices of effective assignment, delegation and supervision in the critical care and community-based environments.
5. Collaborate with patients, families and the multidisciplinary health care team for the planning, delivery and evaluation of care.
6. Refer patients and their families to resources that facilitate continuity of care and health promotion.
7. Communicate and collaborate in a timely manner with members of the multidisciplinary health care team to promote and maintain the patient's optimal health status.
8. Assign and/or delegate nursing care to other members of the health care team as appropriate.
9. Supervise nursing care provided by others for whom the nurse is responsible.
10. Identify the impact of emerging & re-emerging infections on health care.
11. Describe the role of antibiotic therapy against common disease pathogenic organisms.
12. Discuss ways to decrease the development of resistance to antibiotics.

THECB CORE OBJECTIVES

Clarendon College endeavors to meet the Core Objectives proposed by the Texas Higher Education Coordinating Board (THECB). The THECB has determined the following categories as necessary achievements of core curriculum in higher education:

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical and Quantitative Skills** – including application of scientific and mathematical concepts.
- **Teamwork** – including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making.
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Teaching Strategies

Lecture, patient case studies (vignettes) focusing on nursing interventions and priority-setting, evaluation of content mastery utilizing the class polling system (i>Clicker).

Requirements & Evaluation Methods

Exams	Percentage
Exam 1	20
Exam 2	20
Exam 3	20
End-of-Course Exam (HESI)	10
Adaptive Quizzing	5
Final Exam	25
TOTAL for COURSE GRADE	100

Grading Scale

The following grading scale is utilized for the ADN Nursing Program

A	90-100
B	81-89
C	78-80
D	68-77
F	Below 68

HESI CONVERSION GRADING SCALE

HESI SCORE	STUDENT SCORE
951 or GREATER	100
900 – 950	90
850 – 899	89
750 – 849	80
649 – 749	77
Less than 648	68

HESI EXAM SCORES BY SCORING INTERVAL	
HESI SCORING INTERVAL	PERFORMANCE LEVEL
> 950	Recommended Performance
900 – 949	
850 – 899	Acceptable Performance
800 – 849	Below Acceptable Performance
750 – 799	
700 – 749	Needs Further Preparation
650 – 699	
< 649	

Rounding Policy

To successfully complete a nursing course and progress in the nursing program, students are required to achieve an exam average of 78% or greater. The exam average will include all unit exams and the final exam. Other course assignments including but not limited to scholarly papers, return demonstrations, and/or quizzes will be considered part of the final course grade *only after* this minimum exam average is attained. Students not attaining a major exam average of 78% or greater will not pass the course. *Students must achieve a final overall course grade of 78% to pass any RNSG course in the professional nursing program. Each quiz/exam/project grade will be calculated to two decimal points. At the end of the term, actual percentages will be used to determine letter grades: ****NOTE: GRADES WILL NOT BE ROUNDED.** (Example: A grade of 77.46 to 77.99 will NOT be considered a passing grade)*

1. All grades will be posted by the instructor on the Clarendon College online grade book.
2. Grades **will not** be given out by phone, email, or text.
3. ***THERE ARE NO OPTIONS FOR EXTRA-CREDIT WORK, REPEATING EXAMS OR PAPERWORK TO RAISE GRADES, EITHER DURING OR AT THE END OF A COURSE.***

Learning Accommodation

Students with qualified and documented disabilities may request reasonable accommodations which will enable them to participate in and benefit from educational programs and activities. Students requesting accommodation must provide documentation of the disability, complete an application for support services, and participate in an interview with the Dean of Students. The Dean of Students will review the request for accommodation, determine appropriate services, and plan an educational program. *Students with disabilities must also show ability to meet program goals and outcomes to be eligible for the professional nursing program.*

Attendance

Regular attendance and consistent study habits are essential to success in college and are expected of all students. Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes. It is the responsibility of the student to consult with all instructors when an absence occurs. The student will notify the instructor each day the student will not be in attendance for class, lab, or clinical. Students who miss more than three days in any one course may be dismissed from the program. Students who fail to notify instructor of class or clinical absent, are considered "No Call, No Show". Disciplinary action is at the discretion of the instructor and Director of Allied Health. Any two "No Call, No Show" are grounds for dismissal. To evaluate attainment of course objectives, students are expected to attend and participate in all scheduled classroom/clinical experiences. Failure to meet course objectives, due to lack of attendance, will result in an unsatisfactory evaluation, and may result in failure of the course.

Examination / Delayed Examinations and Use of Resources During Examinations

1. Exam schedules will be given to students at the beginning of the course each semester;
2. Examination attendance: Examinations will be given on dates noted on the course syllabus and course schedule. If a student cannot attend an examination, the course instructor/professor must be notified at his or her office number or by email **before the examination begins**. It is the student's responsibility and a requirement to notify the instructor/professor in advance of any absence.
3. All major exams include multiple choice and alternate format questions based on the NCLEX-RN Test Plan;
4. All exams are timed. Time allotted for a Final Exam is two (2) hours and will follow Clarendon College's policy.
5. Assigned seating may be used during any exam;
6. Grades will be available one week following an exam;
7. Make-up exams will only be given at the discretion of the faculty member and can be a different version or alternate format than the scheduled exam.
8. Basic function calculators will be provided for exams with dosage calculation questions;
9. SCANTRON™ forms and exam booklets will be turned in to the proctor monitoring the exam and will be counted at the end of the testing period. Students must NOT remove Exams from the testing room;
10. The answer recorded on the Scantron™ will be the official answer sheet;
11. Scratch paper, if used, will be provided by the instructor/professor and must be turned in immediately following the exam;
12. Classroom exam reviews will be conducted at the discretion of the faculty. Students will not be allowed to take any notes during the review and all personal belongings must be left at the back of the classroom;
13. Individual review of exams by a student with the instructor/professor must be scheduled within one (1) week of the exam being administered. Individual test reviews will be performed only in the faculty member's office. Students may review only the most recent test (i.e. exam

- one (1) cannot be reviewed after exam two (2) has been administered). Review of all tests taken by a student at one time will not be allowed;
14. A student who achieves an exam grade of less than 78% shall schedule an appointment with the faculty member within 3 days from posting of exam grades and will complete a Student Action Report (SAR) to discuss with the faculty.

Standardized Achievement Testing

At various times during the nursing program, students are required to take comprehensive, standardized examinations. These examinations provide students with the interpretive information about their knowledge base for nursing practice. The testing provides information for students' preparation for the NCLEX-RN examination. These examinations should be taken seriously. The examination scores will be calculated as a portion of the respective course grade in which the examination is given.

Remediation will be performed following administration of the examination. Students are responsible for performing the required remediation. Students may make an appointment with the faculty member to discuss their individual performance on the examinations.

Classroom Courtesy

- a. Arrive at least 15 minutes early to prepare for the exam so that it may begin on time;
- b. All belongings (book bags, books, caps, hats, purses, study guides, beverages, etc.) must be stored at the back of the classroom 10 minutes before the exam to allow the exam to begin on time;
- c. The student may not wear a cap, hat, or sunglasses during testing situations;
- d. The student may have only a pencil during the testing period;
- e. After the exam begins, there will be absolutely NO talking;
- f. When are finished with the exam, the student is to submit the test and answer sheet to the proctor and quietly leave the room. Students **MAY NOT re-enter the classroom until all students have completed the exam;**
- g. Student are to leave the classroom area – **DO NOT** congregate outside the classroom door; remain quiet as to not disrupt the classroom area.
- h. It is the responsibility of all students to maintain test security. Test content is not to be discussed in the presence of students who have not tested. Students who have not tested are expected to remove themselves from the area if such conversations occur.

Audio/Video/Photography/Distribution of Course Materials

All course materials are only for the use of students enrolled in this course for purposes associated with this course. Audio/Video recording or photography of courses in session is strictly prohibited by students unless previous permission has been granted by the faculty. Duplication and/or distribution of any classroom materials via print, email, or other electronic means to individuals who are not currently enrolled in this course are prohibited.

Electronic Communication

Clarendon College School of Nursing faculty and staff will send official correspondence to a student via e-mail using the student's e-mail address as assigned by Clarendon College. Faculty, students, and staff are expected to use their Clarendon College e-mail address for all official communication.

Syllabus Disclaimer

Although every effort will be made NOT to change schedules, unforeseen events may cause changes to the scheduling of campus classes/labs/activities, exams, etc. Class topic and exam schedule may change with notice. Faculty reserve the right to make any changes deemed necessary to best fulfill the course objectives. Students registered for this course will be made aware of any changes in a timely fashion using reasonable means of communication. It is the responsibility of each student to know what changes if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

Required Text and Online Resources

McCuiston, L., DiMaggio, K., Winton, M., & Yeager, J. (2018). Pharmacology A patient-Centered Nursing Process Approach (9th ed.). St. Louis MO: Saunders – Elsevier.

McCuiston, L., DiMaggio, K., Winton, M., & Yeager, J. (2018). Pharmacology A patient-Centered Nursing Process Approach: Student laboratory manual (9th ed.). St. Louis MO: Saunders – Elsevier

Additional Required Text:

Ackley, B. J. & Ladwig, G. B. (2014). Nursing diagnosis handbook: An evidence-based guide to planning care (10th ed.). St. Louis, MO: Mosby – Elsevier

Gahart, B. L. & Nazareno, A. R. 2019. Intravenous medications, (35th ed.). St. Louis, MO: Mosby

Mosby's 2017 Nursing drug reference, (32nd ed.). St. Louis: MO: Mosby – Elsevier

Mosby's 2014 Pocket dictionary of medicine, nursing & health, (8th ed.). St. Louis, MO: Mosby – Elsevier

Olgden, S. & Fluharty, L. (2019). Calculation of Drug Dosages (11th ed.). St. Louis: MO: Mosby – Elsevier

Pagana, K. D. & Pagana, T. J. (2014). Mosby's manual of diagnostic and laboratory tests, (5th ed.). St. Louis: MO. Mosby – Elsevier.

CLASS / DATE	COURSE OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITIES
1 – 05/30/19	<p>Orientation to the Course: Drug Actions: Drug Approval Process Cultural & Pharmacogenetic Considerations, Drug Interactions & Over-the-counter Drugs, Drugs of Abuse, Herbal Therapies</p> <ol style="list-style-type: none"> Identify the 3 phases of drug action. Discuss the 4 processes of pharmacokinetics. Discuss the drug approval process- Differentiate between chemical, generic & brand names of drugs. Identify the effects associated with pharmacodynamics interactions. <p>Anti-Inflammatory Drugs</p> <p>Medication Administration Medications & Calculations Pediatric Pharmacology; Geriatric Pharmacology Collaboration in Community Settings The Role of the Nurse in Drug Research The Nursing Process in Patient-Centered Pharmacotherapy Safety and Quality in Pharmacotherapy</p> <ol style="list-style-type: none"> Compare/Contrast routes of medication administration. Discuss documentation of medication administration Convert metric, apothecary, & household measurements for med administration Differentiate components of pharmacology unique to pediatrics Discuss the nursing implications related to drug therapy in the older adult. Describe common elements of patient teaching about medication administration in community settings. Discuss the role of the nurse in drug research. Identify principles for health teaching related to drug therapy plans. Discuss the QSEN initiative related to safe administration/disposal of medications 	<p>Intro to Course:</p> <ol style="list-style-type: none"> Phases of Drug Actions Process of pharmacokinetics Names of drugs – generic, chemical, & brand Drug interactions Over-the-counter drug implications Drug abuse/misuse <ol style="list-style-type: none"> Routes/equipment of medication administration Purpose of documentation Metric, Household, & Apothecary System Pediatric principles for medication administration Geriatric principles for medication administration Patient teaching for medication administration in home, school, & work place Drug research – informed consent, clinical experimentation Teaching principles for drug therapy/safety “Five + Five Right of medication administration & safe disposal of meds 	<p>Lecture/ Discussion</p> <ul style="list-style-type: none"> Brand name / generic name Typical dosing, therapeutic range Classification vs categorization Indications Specific typical use / Off-label use Methods of administration Cautions Black box warnings <p>Calculations Quiz</p>

<p>2 – 06/06/19</p>	<p>Vitamin & Mineral Replacement Fluid & Electrolyte Replacement Nutritional Support Adrenergic Agonists & Adrenergic Blockers Cholinergic Agonists & Anticholinergics</p> <p>A. Explain the need for the use of vitamin supplements. B. Describe the nursing interventions, including patient teaching, related to vitamin & mineral use. C. Discuss the nursing role in the care of patient’s experiencing fluid, potassium, sodium, calcium, & magnesium imbalances. D. Differentiate between enteral & parenteral nutrition. E. Discuss the complications that may occur with use of enteral/parenteral nutrition. F. Differentiate between adrenergic agonists & adrenergic blockers. G. Identify the five cardinal signs of inflammation</p>	<p>A. Water-soluble & fat-soluble B. Iron, copper, zinc, chromium & selenium C. Fluid & Electrolyte imbalances D. Enteral/Parenteral nutrition E. Advantages/Complications F. Drugs affecting the sympathetic nervous system G. Cardinal signs of inflammation</p>	<p>Lecture/ Discussion</p> <p>Handouts of Adrenergic and Cholinergic</p> <p>Toxic vitamins Enteral vs parenteral nutrition</p>
<p>3 – 06/13/19</p>	<p>EXAM I – ONE HOUR</p> <p>CARDIAC: ACUTE CARDIAC CONDITIONS – Angina, STEMI/NSTEMI, ACS Antianginals Antidysrhythmics Anticoagulants, Antiplatelets, & Thrombolytics</p> <p>A. Explain the need for changing the heart rate, rhythm. B. Discuss the various intravenous fluids that can be given and why C. Differentiate the anticoagulants, antithrombotics, antiplatelets. D. Describe the types of cardiac injuries, the appropriate labs to evaluate, and the therapies that can be used.</p>	<p>Inotropes, chronotropes, lusitropes, dromotropes. Fluids and electrolytes Injuries to myocardial tissue and therapies Warfarin dosing and diet restrictions Use of nitrates and formulations STEMI vs NSTEMI; CK, CKMB, troponin, LDH, myoglobin trends in AMI</p>	<p>Handouts of Adrenergic and Cholinergic</p> <p>Fluids and replacement methods</p>
<p>4 – 06/20/19</p>	<p>CHRONIC CARDIAC CONDITIONS: Antihypertensives & Diuretics ** Antihyperlipidemics *</p> <p>A. Peripheral Vasodilators **Discuss types of antihypertensives B. Discuss types of antidysrhythmics C. Treatments for congestive heart failure D. Discuss treatments for hyperlipidemia, hypertriglyceridemia. E. Discuss treatment for vascular diseases F. Discuss cardiac glycosides, antianginal drugs, antidysrhythmic drugs. G. Differentiate the pharmacologic action of antihypertensive drugs. H. Discuss the patient teaching components for</p>	<p>Alpha, beta, calcium channel, sodium channel blockers, ACE / ARB, diuretics Digoxin, amiodarone/ dronedarone, diltiazem, etc.</p>	

	<p>patients taking anticoagulants & thrombolytics.</p> <p>E. Compare the actions, side effects, & adverse reactions of antihyperlipidemics & peripheral vasodilators.</p>		
5 – 06/27/10	<p>Drugs for Upper Respiratory Disorder Drugs for Lower Respiratory Disorder</p> <p>A. Differentiate between rhinitis, sinusitis, & pharyngitis.</p> <p>B. Discuss community- vs hospital-acquired pneumonia and how to prevent.</p> <p>C. Discuss the nurses' role caring for patients taking drugs commonly used for COPD, asthma, & restrictive lung disease.</p>	<p>A. Upper Respiratory Disorders/Drugs/Patient Teaching</p> <p>B. Lower Respiratory Disorders/Drugs/Patient Teaching</p> <p>C. When to and not to use antibiotics for URI.</p>	<p>COPD Drug charts</p> <p>Bacterial vs viral chart</p>
6 – 07/04/19	HOLIDAY		
7 – 07/11/19	<p>EXAM 2 – ONE HOUR</p> <p>Central Nervous System Stimulants Central Nervous System Depressants Anticonvulsants Drugs for Neurologic Disorders Drugs for Neuromuscular Disorders Non-Opioid & Opioid Analgesics Antipsychotics & Anxiolytics Antidepressants & Mood Stabilizers</p> <p>A. Explain the effects of stimulants on the central nervous system (CNS).</p> <p>B. Discuss the nursing role while caring for the patient taking CNS stimulants.</p> <p>C. Differentiate the types & stages of sleep.</p> <p>D. Identify adverse effects of: hangover, dependence, tolerance, withdrawal symptoms, & rapid eye movement (REM) rebound.</p> <p>E. Differentiate general & local anesthetics & major side effects.</p> <p>F. Differentiate between the types of seizures.</p> <p>G. Summarize the side effects, adverse reactions, drug interactions, and contraindications for use of Dilantin.</p> <p>H. Compare the side effects/adverse effects of the medication inhibitors that are used to treat Parkinson's and Alzheimer's.</p> <p>I. Discuss the side effects/adverse effects of the medications used to treat Myasthenia Gravis, Multiple Sclerosis, & muscle spasms.</p> <p>J. Differentiate between acute/chronic pain.</p> <p>K. Describe the nursing role & patient</p>	<p>A. Effects of CNS stimulants</p> <p>B. Attention deficit, hyperactivity disorder, & narcolepsy</p> <p>C. Stages of sleep</p> <p>D. Differentiate adverse effects, dependence, tolerance & drug withdrawal</p> <p>E. General/local anesthetics</p> <p>F. Types of Seizures</p> <p>G. Drug – Dilantin</p> <p>H. Parkinson's & Alzheimer's drugs</p> <p>I. Myasthenia Gravis, Multiple Sclerosis, & Muscle Spasm drugs</p> <p>J. Acute/Chronic pain</p> <p>K. Non-Opioid & Opioid drugs</p> <p>L. Antipsychotic, Anxiolytic drugs</p> <p>M. Antidepressant side</p>	

	<p>teaching related to non-opioid & opioid analgesics.</p> <p>L. Differentiate between antipsychotics & anxiolytics.</p> <p>M. Describe the side effects & adverse reactions of antidepressants.</p> <p>N. Explain the nursing role, therapeutic range, side effects, and adverse reactions of the patient taking Lithium.</p>	<p>effects & adverse reactions</p> <p>N. Drug – Lithium</p>	
8 – 07/18/19	<p>Endocrine Drugs – Thyroid medications</p> <p>Antidiabetics</p> <p>A. Differentiate type I and type II diabetes and the common treatment plans for each.</p> <p>B. Identify types of injectable insulins, their actions, typical uses, and contraindications.</p> <p>C. List some non-insulin injectables and their uses.</p> <p>D. Discuss some oral antidiabetic medications and their functions.</p> <p>Compare insulin versus glucagon.</p>	<p>A. Signs and symptoms of hypo- and hyperglycemia, DKA and its pathophysiology</p> <p>B. Draw up injectable insulin.</p> <p>C. Discuss education to improve compliance of diabetic patients</p> <p>D. Discuss hypo- and hyperthyroid conditions and medication therapies.</p>	
9 – 07/25/19	<p>EXAM 3 – ONE HOUR</p> <p>Penicillins & Cephalosporins, Macrolides, Tetracyclines, Aminoglycosides & Fluoroquinolones, Sulfonamides; Antifungals, Peptides, & Metronidazole</p> <p>Antivirals, Antituberculars, Antimalarials, & Anthelmintics</p> <p>A. Differentiate between narrow-spectrum & broad-spectrum antibiotics.</p> <p>B. Identify general adverse effects associated with antibacterial drugs.</p> <p>C. Summarize identification of ototoxicity & nephrotoxicity associated with aminoglycosides.</p> <p>D. Explain the purpose of a peak & trough level for aminoglycosides.</p> <p>E. List the type of bacteria each group of antibiotics is best used for.</p> <p>F. Describe the nurse’s role for patients taking anti-tubercular, antifungal, & peptide drugs.</p> <p>G. Differentiate the action, side effects, & adverse reaction of antiviral, antimalarial, & anthelmintic drugs.</p>	<p>A. Drugs – Penicillins & cephalosporins – differences in allergies, generations.</p> <p>B. Aminoglycosides – side effects – peak & trough</p> <p>C. Sulfonamides & Sulfadiazine</p> <p>D. Fluoroquinolones and side effects.</p> <p>F. Patient Teaching – antitubercular, antifungal & peptide drugs</p> <p>E. G. Side effects antiviral, antimalarial & anthelmintic drugs</p>	Lecture/Discussion

