



Lesson Plan for NR293

Course Title: NR293 – Pharmacology for Nursing Practice

Week/Class/ Unit: Unit 2 Anti-Infective and Chemotherapeutics – 3 hours twice per week (reflects one 3 hour class meeting)

Course Outcomes from the Learning Plan:

1. Provides individualized comprehensive care based on theories and principles of nursing and related disciplines to individuals, families, aggregates and communities, from entry to the healthcare system through long-term planning. (CO1)
2. Demonstrates leadership and collaboration with consumers and other healthcare providers in providing care and/or delegating responsibilities for health promotion, illness prevention, health restoration, health maintenance and rehabilitative activities. (CO2)
3. Communicates effectively with patient populations and other healthcare providers in managing the healthcare of individuals, families, aggregates and communities. (CO3)
4. Integrates clinical judgment in professional decision making and implementation of the nursing process. (CO4)

Associated Learning Objectives from the Learning Plan:

1. Identify classes of anti-infective drugs indicated for treatment of bacterial, viral, and fungal infections. (CO 1)
2. Discuss the indications for use of anti-infective drugs across the lifespan, with considerations for the unique aspects of an individual. (COs 1, 2, 3, and 4)
3. Utilize the nursing process related to administration of anti-infective drugs. (COs 1, 2, 3, and 4)
4. Address teaching needs for persons receiving anti-infective drugs. (COs 3 and 4)

Today's objectives to support the identified COs

The student will be able to:

1. **Assessment:** identify appropriate assessment data (available and additional data needed), in the case study, related to the care of a client receiving anti- infective drugs
2. **Nursing Diagnosis:** write 3 part nursing diagnoses (actual/potential) for the case study, related to the care of a client receiving anti- infective drugs.
3. **Planning:** set measurable and achievable short- and long-term goals for the client, based on the assessment and nursing diagnosis in the assigned case study.
4. **Implementation:** describe specific actions for implementation activities to include time-frames for achieving them.
5. **Evaluation:** determine if any of the established goals can be evaluated based on the information in the case study.



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Learning activities – How will they learn it?	Faculty preparation and materials needed for class – Describe the specific materials and inputs needed for the lesson.	Assessment – How will we and they know they know?	Time allotted in class
<p>1. Pre-class learning activities: Lilley, L. L., Collins, S. R., & Snyder, J. S. (2014). <i>Pharmacology and the nursing process (7th ed.)</i>. St. Louis, MO: Mosby Elsevier.</p> <ul style="list-style-type: none"> • Chapter 38: Antibiotics Part 1 • Chapter 39: Antibiotics Part 2 • Chapter 40: Antiviral Drugs • Chapter 41: Antitubercular Drugs • Chapter 42: Antifungal Drugs <p>Lilley, L., Snyder, J., & Collins, S. R. (2012). <i>Study guide for pharmacology and the nursing process (7th ed.)</i>. St. Louis, MO: Elsevier.</p> <ul style="list-style-type: none"> • Complete the study guide for the assigned chapters. <p>Pharma Collegē (RUA):</p> <ul style="list-style-type: none"> • In this unit, the students will complete all shifts in the Unit 2 level of Pharma Collegē and discussion questions around this level. <p>Additional recommended resources as needed.</p>		<p>10 question quiz – start of class – self-graded during content review</p>	<p>20 minutes</p>
<p>2. In class learning activities:</p> <ul style="list-style-type: none"> • High level overview of the content • Case studies • Group work 	<p>Class = 40 students</p> <ol style="list-style-type: none"> 1. High level overview/review of pre-class learning activities r/t the content <ol style="list-style-type: none"> a. Principles of Anti-Infective Therapy 		



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	<ul style="list-style-type: none">i. Major Classificationsii. Bacteriostatic Versus Bactericidaliii. Selective Toxicityiv. Bacterial Resistance <ul style="list-style-type: none">2. In-class activities plan to break into 5 groups of 8 students each.3. Utilizing the available course resources. Develop 5 case studies (include varied lifespan stages) for group work.<ul style="list-style-type: none">a. Assign each group one case studyb. Each group will review the case study and create a nursing plan of care based on the nursing process.4. Each group will present their nursing plan of care to the class.	<p>Group presentation of materials will allow for assessment of understanding and feedback during question/discussion time</p>	<p>1 hour (5-7 min per group/ 3-5 questions/discussion)</p> <p>1 hour (5-7 min per group/ 3-5 questions/discussion)</p>
3. Closure:	<p>While students are presenting, take notes/create a concept map to use to wrap-up by highlighting similarities/generalize to demonstrate the ability to apply similar concepts across the varied care of the client on anti-infective drugs.</p> <ul style="list-style-type: none">• If time permits have ready NCLEX style questions r/t care of patients receiving anti-infective drugs		<p>30 minutes</p>