

Answer Key

CHAPTER 1. PHARMACOLOGY AND THE NURSING PROCESS IN LPN PRACTICE

Terminology Review

Match the definition with the term. Not all terms will be used.

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| 1. <u>C</u> A health-related reason for not giving a specific drug to a patient or a group of patients. | A. Adverse effect |
| 2. <u>H</u> The act of carrying out the planned interventions. | B. Assessment |
| 3. <u>A</u> A drug effect that is more severe than expected and has the potential to damage tissue or cause serious health problems. It may also be called adverse effect, toxic effect, or toxicity and usually requires an intervention by the prescriber. | C. Contraindication |
| 4. <u>N</u> The intended action of the drug, also known as a drug's beneficial outcomes. | D. Database |
| 5. <u>F</u> The process of determining the right response by looking at what happens to the patient when the nursing care plan is put into action. It is an appraisal of the treatment effectiveness. | E. Diagnosis |
| 6. <u>I</u> Information used to reliably prove an individual is the person for whom the drug treatment was intended. Identifiers may be a person's full name, their medical record identification number, birth date, or even their telephone number. | F. Evaluation |
| 7. <u>E</u> A name (or label) for the patient's disease or condition. | G. Healthcare setting |
| 8. <u>K</u> A system to guide the nurse's work in a logical way. Consists of five major steps: 1) assessment; 2) diagnosis; 3) planning; 4) implementation; and 5) evaluation. | H. Implementation |
| 9. <u>G</u> A collection of information typically stored in a computer or electronic medical record. | I. Identifiers |
| 10. <u>M</u> Reports of what the patient says he or she is feeling or thinks. | J. Nine rights of drug administration |
| | K. Nursing process |
| | L. Objective data |
| | M. Subjective data |
| | N. Therapeutic effect |

Match each of the following actions with the nursing process.

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| 11. <u>C</u> As part of the medical plan, you analyze goals and write nursing care plans. | A. Assessment |
| 12. <u>B</u> The healthcare team labels the patient's condition. | B. Diagnosis |
| 13. <u>A</u> Collect complete information about the patient's history of illnesses and surgeries, including any drugs (prescriptions, over-the-counter, herbs or supplements) the patient is currently taking. | C. Planning |
| 14. <u>D</u> You administer the drugs to the patient following the plan identified by the healthcare team. | D. Implementation |
| 15. <u>A</u> You collect initial information that can be used as a baseline for comparison as care progresses. | E. Evaluation |
| 16. <u>E</u> After administering the drugs, you assess the patient for any possible adverse reactions or more common side effects. | |
| 17. <u>B</u> The identification of the patient's condition helps you to teach the patient how to care for themselves. | |
| 18. <u>E</u> Assess the patient after administering the drugs in order to determine whether the patient's condition is improving. | |

Identify whether each of the types of information listed are: A) Subjective or B) Objective data regarding the patient's health condition:

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| 19. <u>S</u> The patient states that she is feeling nauseous. | 22. <u>S</u> The patient reports pain in her abdomen. |
| 20. <u>O</u> The patient has a temperature of 101 degrees. | 23. <u>S</u> The patient describes the feeling of pressure in her chest. |
| 21. <u>O</u> The patient's blood pressure is 140/88. | 24. <u>O</u> The patient weighs 150 pounds. |
| | 25. <u>O</u> The patient has an irregular heartbeat. |

List at least five follow-up questions you will need to know that relate to administering drugs.

SAMPLE ANSWERS

- What are the major health-related problems of this patient?
- What drugs is the patient likely to require?
- What special knowledge or equipment is required in giving these drugs?
- What special concerns or cultural beliefs does the patient have?
- How much does this patient understand about the treatment and drugs prescribed?
- What factors affect the patient's ability to care for themselves?
- Using the information collected in the assessment about the patient's history, medical and social problems, risk factors, and how ill the patient may be, goals will be set on either a short-term or a long-term basis.

26. _____

27. _____

28. _____

29. When taking a patient history which of the following are important drugs to list?

- ☒ Prescription drugs
- ☒ Birth control pills
- ☐ Skin cream
- ☒ Implanted birth control devices
- ☐ Make-up
- ☒ Vitamins
- ☒ Marijuana use
- ☒ Herbal supplements
- ☐ Tea or coffee
- ☒ Cocaine
- ☒ Aspirin
- ☐ Hair gel

Additional information that you will need to know to manage drug administration (fill in the blank):

30. Allergies that include the name of the drug and the type of the reaction the patient experienced (in other words, whether it was a mild or severe effect).
31. Diseases that may prohibit or limit use of some drugs (such as sickle cell disease, glucose-6-phosphate dehydrogenase deficiency, history of drug addiction, immune deficiencies)

Planning to give a drug involves four important steps. Match the process with each of the four steps:

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| 32. <u>2</u> Know the major action of the drug. | 1. Know the reason you are giving the patient the drug. |
| 33. <u>1</u> Learn what the drug is supposed to do for the patient. | 2. Learn specific information about the drug. |
| 34. <u>3</u> Learn whether the drug should be refrigerated. | 3. Plan for special storage or procedures, techniques, or equipment needs. |
| 35. <u>4</u> What does the patient need to know to take the drug correctly? | 4. Develop a teaching plan for the patient. |
| 36. <u>4</u> What does the patient need to know about potential side effects? | |
| 37. <u>3</u> Learn whether the drug should be refrigerated. | |
| 38. <u>2</u> Learn the main drug interactions. | |
| 39. <u>2</u> Learn the usual dosage, route, and frequency. | |

List one component of safe drug administration for each of the nine rights of administration.

40. How do you ensure that you identify the right patient?
(1) reliably identify the individual as the person for whom the treatment is intended, and (2) match the treatment to the person. To properly identify the patient, you will use at least two identifiers.
41. How do you ensure that are administering the right drug?
You will need to carefully compare the drug order with the drug label. Do not just assume that the correct drug has been sent by the pharmacy.

42. How do you ensure that you are administering the drug at the right time?

The drug order should say when and how often the drug is to be given.

43. Who indicates the right dose of the drug you are administering?

The amount of drug to be given is typically ordered by the healthcare provider as a dose for the "average" patient. Adjustments may need to be made.

44. How do you know the right route to administer the drug?
The drug order must state how the drug is to be given (route of drug administration). The nurse must never change routes without obtaining a new order.
45. Why does the right reason matter when administering a drug?
Does this make sense for this patient? Know your patient and the drug.
46. How do you make sure you provide the right documentation?
Whether the nurse records giving the drug in a paper chart or using an electronic chart, the basics are the same: You will want to make the right documentation. Record the time, route, and site of administration (if parenteral drug) after you have given the drug.
47. What must you do to ensure after the drug administration that the patient has the right response?
Evaluation is the process of determining the right response and looking at what happens to the patient when the nursing care plan is put into action. It is the appraisal of the treatment's effectiveness.
48. How do you manage the patient's right to refuse a particular administration of a drug?
Patients do have the right to refuse the drugs based on the principle of autonomy (right to self-determination). Although we recognize that patients can refuse, it is important to talk with the patient regarding his or her reasons for refusal.

Practice Quiz

1. Which one of the factors listed below have increased the demand for LPNs/VNs?
 - a. There are an increased number of people who request LPNs/VNs.
 - b. There are an increased number of people who are living with chronic illnesses.*
 - c. There are an increased number of people who need home healthcare.
 - d. There are an increased number of people who are on fixed incomes.
2. LPN/VN practice has shifted over the past decade. Although currently most graduates practice in long-term and community-based settings, where did LPNs/VNs most frequently practice previously?
 - a. LPNs/VNs practiced mostly in acute care settings (hospital-based care)*
 - b. LPNs/VNs practiced mostly in healthcare clinics
 - c. LPNs/VNs practiced mostly in doctor's offices
 - d. LPNs/VNs practiced mostly in schools
3. What percentage of a work week does a LPN/VN usually spend administering drugs to patients and monitoring their reactions?
 - a. 40% of the work week*
 - b. 25% of the work week
 - c. 5% of the work week
 - d. 50% of the work week
4. The nursing process guides your work when administering drugs. What are the five steps that are included in the process?
 - a. History, Monitoring, Administering, Charting, and Assessment
 - b. Assessment, Diagnosis, Planning, Implementation, and Evaluation*
 - c. Planning, Documenting, Screening, Diagnosing, and Administering
 - d. Assessment, Administering, Documenting, Planning, and Monitoring
5. Why is it important to do a patient's history when he or she enters the healthcare setting?
 - a. You must determine if the patient is in the appropriate place.
 - b. You will be able to assess the patient's ability to afford healthcare.
 - c. You will provide the healthcare providers with information they need to identify physical signs of illness.*
 - d. You must diagnose the patient's illness before admitting the patient.
6. When doing a patient history, you will collect objective and subjective data. Why is this important information to collect on the patient?
 - a. It can be used as a baseline for comparison of the patient's condition as care progresses.*
 - b. You can prove that you are completely knowledgeable of the patient's condition.
 - c. You can tell whether the patient's information is accurate by comparing the objective to the subjective data.
 - d. You are only responsible for monitoring subjective data.
7. Why is it important to ask what kinds of over-the-counter drugs a patient is taking?
 - a. To ensure the patient continues taking them once he or she is admitted.
 - b. To identify potential interactions with any drugs the healthcare provider may prescribe.*
 - c. To explain to the patient why taking over-the-counter drugs are not safe.
 - d. To determine if the patient is reacting to an over-the-counter drug.
8. Although it is not your role to develop a medical or nursing diagnosis of the patient, what will you be responsible for?
 - a. You will verify if the diagnosis is correct.
 - b. You will not have any responsibilities once a diagnosis is made.
 - c. You will decide how carefully the patient needs monitoring.*
 - d. You will decide when the drug must be administered.
9. After administering the drug, you notice the patient's condition has improved. What is this effect named?
 - a. Expected side effect
 - b. Placebo effect
 - c. Favorable effect
 - d. Therapeutic effect*

10. Which of the following tasks will you do as part of your continuing assessment of the patient to evaluate the effectiveness of the drug you are administering?
 - a. Taking the patient's blood pressure*
 - b. Questioning his family about any improvements they have noticed
 - c. Reviewing the chart to ensure the RN is documenting any changes
 - d. Determine if you think the drug prescribed was the appropriate choice
11. If your patient refuses her drug, what is the best response?
 - a. Inform the patient that taking the drug is mandatory.
 - b. Contact the prescribing healthcare provider and have the patient discuss with him or her.
 - c. Find an online article for the patient to read.
 - d. Explain the reason for the drug and answer any questions she has.*
12. When documenting the administration of the drug, which of the following must you record in the patient's chart?
 - a. The time the drug was supposed to be administered
 - b. The time the patient requested the drug be administered
 - c. The time the drug was administered*
 - d. The time the drug was left with the patient
13. What is the preferred route of drug administration?
 - a. IV
 - b. Intramuscular
 - c. Oral*
 - d. Inhaler
14. Your 25-year-old female patient is given an antibiotic. What is one possible drug interaction that you should identify for this patient?
 - a. You should ensure the patient is not using illegal drugs which would decrease the potency of the antibiotic.
 - b. You should find out if the patient is using birth control pills and warn her that the antibiotic could interfere with the pill's effectiveness.*
 - c. You should find out if the patient drinks alcohol and warn her about possible interactions.
 - d. You should find out if the patient will be adherent to taking the drug as ordered.
15. Before administering the drug, you must read the label three times. Which of the following is NOT one of the times you need to read the label?
 - a. Before you take the drug from the storage area
 - b. Before preparing the prescribed dose of the drug
 - c. Before opening the drug when you give to the patient
 - d. Before disposing of the packaging*

Visovsky: Introduction to Clinical Pharmacology, 10th Edition

#1: Clinical Judgment: Single Episode Case Study

Title: Drugs for Bacterial Infections

SLO/Objective: List possible side effects, adverse effects, and common patient teaching of fluoroquinolones.

Scenario: A 79-year-old male has been admitted from a long-term care facility to the medical unit with a diagnosis of community-acquired pneumonia. He was admitted with cough, chills, pleuritic pain, and dyspnea. His vital signs were T 102° F (38.8° C), BP 130/84, pulse 96, respirations 24, O₂ saturation 91%. He was started on levofloxacin 500 mg IV daily.

NGN Item Type: Matrix

Place an X for the indicated (appropriate or necessary) or contraindicated (could be harmful) actions of the nurse in giving the first dose of levofloxacin.

Nursing Action	Indicated	Contraindicated
Teach patient to report numbness, tingling in extremities		
Give over 30 minutes		
Mix as directed with 100 mL NS		
Increase patient fluids		
Give over 60 to 90 minutes		
Teach patient to report joint pain		
Teach patient when taking orally to take with dairy products		
Teach patient to go for a walk in the sun daily as tolerated		

Answer:

Use an X for the actions of the nurse in giving the first dose of levofloxacin.

Nursing Action	Indicated	Contraindicated
Teach patient to report numbness, tingling in extremities	X	
Give over 30 minutes		X
Mix as directed with 100 mL NS	X	
Increase patient fluids	X	
Give over 60 to 90 minutes	X	
Teach patient to report joint pain	X	
Teach patient when taking orally to take with dairy products		X
Teach patient to go for a walk in the sun daily as tolerated		X

Rationale: Complications of levofloxacin include peripheral neuropathy which would present as numbness, tingling, or pain in the hands and feet. When levofloxacin is given IV, it should be

mixed according to the manufacturer's directions and given over 60 to 90 minutes to reduce vein irritation. Increased fluids should be offered, and the patient should be taught to increase fluids throughout the course of this antibiotic to dilute urine to prevent crystallization of urine. Fluoroquinolones including levofloxacin can cause tendon rupture, so the patient should be taught to report joint pain or inflammation such as muscle ache, joint pain, and redness and swelling in a joint or area where a tendon attaches to a bone. This drug when given orally should be given with food to ensure absorption but should not be given with dairy products. Patients taking fluoroquinolones should be taught to avoid sunlight to prevent severe sunburn.

CJMM Cognitive Skill: Take action

Reference: Visovsky, C., Zambroski, C. & Hosler, S. (2022). Chapter 5: Anti-Infective Drugs: Drugs for Bacterial Infections. *Introduction to Clinical Pharmacology* (10th ed.). St Louis: Elsevier.

01 Pharmacology and the Nursing Process in LPN Practice

CHAPTER LESSON PLANS & OBJECTIVES

Lesson 1.1: The Nursing Process

1. Explain how licensed practical or vocational nurses (LPNs/VNs) use the nursing process in practicing safe drug administration.
2. Compare the differences between subjective and objective data relating to drug administration.

Lesson 1.2: Giving Drugs Safely

3. Describe the specific actions involved in using the nursing process to safely give drugs.

Lesson 1.3: Drug Administration: The Nine Rights

4. List specific nursing activities related to assessing, planning, implementing, and evaluating the patient's response to drugs.
5. Describe each of the nine rights of administration as essential components of safe drug administration.

Classroom Preparation

Lesson 1.1: The Nursing Practice

INSTRUCTOR PREPARATION

Textbook Objectives Covered

1. Explain how licensed practical or vocational nurses (LPNs/VNs) use the nursing process in practicing safe drug administration.
2. Compare the differences between subjective and objective data relating to drug administration.

Classroom Preparation

Lesson 1.1: The Nursing Process

STUDENT PREPARATION (1 hr)

1- 2	READ – Chapter Heading(s) <ul style="list-style-type: none">• The LPN/VN's Role and the Nursing Process ANSWER – Study Guide <ul style="list-style-type: none">• Questions 1-25
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50-Minute Lesson Plan

Lesson 1.1: The Nursing Process

LECTURE OUTLINE (50 min)

POWERPOINT SLIDES	CHAPTER HEADING(S)	
1-2	The LPN/VN's Role and the Nursing Process-Factors to Consider in Assessing the Patient: SLIDES 3-10	• The LPN/VN's Role and the Nursing Process

LEARNING ACTIVITIES (choose one or more to equal 50 min)

1	DISCUSS (10 min) <ul style="list-style-type: none"> Discuss how the roles of the RN and LPN/LVN differ. Which nurse is legally assigned to perform an initial assessment? What duties does the LPN/LVN perform during patient assessment? <i>Appropriate Settings:</i> Traditional classroom, flipped classroom
1	DISCUSS (10 min) <ul style="list-style-type: none"> Put up an image of various assessments that a healthcare provider could make. Have the class identify which assessments fall within the scope of practice of the LPN and initiate a discussion related to the responsibilities within licensure. <i>Appropriate Settings:</i> Traditional classroom, flipped classroom
2	DISCUSS (10 min) <ul style="list-style-type: none"> Discuss how objective and subjective data are gathered. Which does the nurse uncover through physical examination and which through patient questioning? <i>Appropriate Settings:</i> Traditional classroom, flipped classroom
2	DISCUSS (20 min) <ul style="list-style-type: none"> Divide the class into groups of three to five students. Present the following scenario: Scenario: A 72-year-old male American Indian is recently diagnosed with type II diabetes mellitus. The patient was admitted with a foot ulcer that he was treating with herbal remedies. He tells you he is not following his diet or taking his medications because he believes healing will only occur when he is in balance with his spirit. Discuss the following points: <ul style="list-style-type: none"> What does the patient know? What does the patient need to know? What does the patient want to know? What responsibility does the nurse have when teaching the patient? <i>Appropriate Settings:</i> Traditional classroom, flipped classroom
2	POST & COMMENT <ul style="list-style-type: none"> Present the following scenario to the class and have students initiate a discussion. Scenario: A 17-year-old woman who is 6 months pregnant comes into the Family Planning Center. The young mother has had no prenatal care and has been living on the streets. What interventions can the nurse use to help identify the patient's use of recreational or prescribed drugs? What types of interview techniques would be helpful? <i>Appropriate Setting:</i> Online
2	POST & COMMENT <ul style="list-style-type: none"> Post the following discussion topic online and have students comment. Discuss the relevance of gathering social information about the patient. Why should the nurse ask about the patient's job, cultural background, and family relationships? <i>Appropriate Setting:</i> Online
2	POST & COMMENT <ul style="list-style-type: none"> Post the following discussion topic online and have students comment. Discuss how the

	<p>nurse can ensure that accurate data are collected on the use of birth control medications, over-the-counter products, and recreational drugs.</p> <ul style="list-style-type: none"> • <i>Appropriate Setting:</i> Online
2	<p>PRACTICE (10 min)</p> <ul style="list-style-type: none"> • Divide the class into pairs and give them 5 minutes to interview each other regarding their study habits. Discuss which type of questions or techniques elicited the most data. What other factors were helpful or distracting during the interview? • <i>Appropriate Settings:</i> Traditional classroom, flipped classroom

Classroom Preparation

Lesson 1.2: Giving Drugs Safely

INSTRUCTOR PREPARATION

Textbook Objective Covered

3. Describe the specific actions involved in using the nursing process to safely give drugs.

Classroom Preparation

Lesson 1.2: Giving Drugs Safely

STUDENT PREPARATION (1 hr)

3	READ – Chapter Heading(s) <ul style="list-style-type: none">• Drug Orders and The Nursing Care Plan• Factors to Consider in Planning to Give a Drug ANSWER – Study Guide <ul style="list-style-type: none">• Questions 26-50; Practice Test
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50-Minute Lesson Plan

Lesson 1.2: Giving Drugs Safely

LECTURE OUTLINE (50 min)

_POWERPOINT SLIDES	CHAPTER HEADING(S)	
3	Diagnosis-Factors to Consider in Planning to Give a Drug: SLIDES 12-20	<ul style="list-style-type: none"> • Drug Orders and The Nursing Care Plan • Factors to Consider in Planning to Give a Drug

LEARNING ACTIVITIES (choose one or more to equal 50 min)

3	DISCUSS (10 min) <ul style="list-style-type: none"> • Present a list of nursing goals and patient goals. Go down the list and randomly ask each student in turn to state whether the designated goal is nursing or patient centered. • <i>Appropriate Settings:</i> Traditional classroom, flipped classroom
3	DISCUSS (10 min) <ul style="list-style-type: none"> • Discuss special storage procedures and equipment needs. Why is learning about these procedures and needs part of the planning process? • <i>Appropriate Settings:</i> Traditional classroom, flipped classroom
3	DISCUSS (10 min) <ul style="list-style-type: none"> • Discuss the necessity of verifying the accuracy of a medication order. Why does the nurse need to understand the relationship between the medication order and the patient's condition? • <i>Appropriate Settings:</i> Traditional classroom, flipped classroom
3	DISCUSS (10 min) <ul style="list-style-type: none"> • Use the following scenario to illustrate how many factors are interrelated when giving medications. Scenario: Mr. Johnson is taking 20 mg of Lasix three times daily, digoxin 1.25 mg, Inderal 20 mg, and K-Dur 20 mg daily for heart failure. He reports being up all night to urinate and states he skips some of his water pills. Mr. Johnson's potassium (K⁺) value is 5.2 mmol/L, and he is having symptoms of digoxin toxicity. Discuss the interrelationship between Lasix and K⁺ and between digoxin and K⁺ with the class.* Prioritize the medications Mr. Johnson should take and explain why the medications are not discontinued when side effects occur. *Interrelationships could be illustrated using concept mapping or webbing presented in the PowerPoint or on the whiteboard. • <i>Appropriate Settings:</i> Traditional classroom, flipped classroom
3	POST & COMMENT <ul style="list-style-type: none"> • Post the following discussion topic online and have students comment. Discuss the relationship between diagnostic questions and patient education. How does the patient's age and cultural background affect how the nurse will educate the patient? • <i>Appropriate Setting:</i> Online
3	POST & COMMENT <ul style="list-style-type: none"> • Post the following discussion topic online and have students comment. Discuss the difference between nursing goals and patient goals. What types of information will the nurse provide to help a patient successfully reach goals? • <i>Appropriate Setting:</i> Online
3	POST & COMMENT <ul style="list-style-type: none"> • Post the following discussion topic online and have students comment. Discuss how some drugs can worsen the patient's condition. How should the nurse respond to

	<p>questions about a drug order?</p> <ul style="list-style-type: none"> • <i>Appropriate Setting:</i> Online
3	<p>RESEARCH (15 min)</p> <ul style="list-style-type: none"> • Have students use their electronic devices in class to visit the FDA website to assess drug administration safety. Use the computer and projector to take the students on a “virtual” field trip showing them where to access quality drug administration information. Divide the class into groups and assign some groups generic drugs and other groups trade name drugs and have the students present. • <i>Appropriate Settings:</i> Traditional classroom, flipped classroom, online
3	<p>ROLE PLAY (20 min)</p> <ul style="list-style-type: none"> • Divide the class into three groups. Have them identify one person in the group to role-play a patient and another to play the nurse. Distribute cards describing each of the individual patients listed below, one to each group. Ask each group to role-play the following scenario. Scenario: You are a nurse preparing to give a preoperative injection to your patient before abdominal surgery. Explain the procedure to your patient. <ul style="list-style-type: none"> ○ Patient 1: A 10-year-old boy who has Down syndrome ○ Patient 2: A 30-year-old Spanish-speaking woman (you do not speak Spanish) ○ Patient 3: An 86-year-old man with a hearing impairment who is a retired physician Discuss the key interventions from each skit that the class thought were effective. • <i>Appropriate Settings:</i> Traditional classroom, flipped classroom

Classroom Preparation

Lesson 1.3: Drug Administration: The Nine Rights

INSTRUCTOR PREPARATION

Textbook Objectives Covered

4. List specific nursing activities related to assessing, planning, implementing, and evaluating the patient's response to drugs.
5. Describe each of the nine rights of administration as essential components of safe drug administration.

Classroom Preparation

Lesson 1.3: Drug Administration: The Nine Rights

STUDENT PREPARATION (1 hr)

4-5	READ – Chapter Heading(s) <ul style="list-style-type: none">• The Nine Rights of Drug Administration• Factors to Consider in Evaluating Response to Drug ANSWER – Study Guide <ul style="list-style-type: none">• Questions 51-59; Practice Test
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50-Minute Lesson Plan

Lesson 1.3: Drug Administration: The Nine Rights

LECTURE OUTLINE (50 min)

POWERPOINT SLIDES	CHAPTER HEADING(S)	
4-5	Implementation-Factors to Think About in Evaluating Response to Drug: SLIDES 21-32	<ul style="list-style-type: none"> • The Nine Rights of Drug Administration • Factors to Consider in Evaluating Response to Drug

LEARNING ACTIVITIES (choose one or more to equal 50 min)

4-5	DISCUSS (10 min) <ul style="list-style-type: none"> • Discuss the proper order of the nine “rights.” Why must the nurse understand these rights in order? • <i>Appropriate Settings:</i> Traditional classroom, flipped classroom
4-5	POST & COMMENT <ul style="list-style-type: none"> • Post the following discussion topic online and have students comment. Discuss the difficulty in distinguishing between similar-looking and similar-sounding drug names. Why must the nurse know both the trade and generic names of prescribed medications? What specific dangers are related to misreading a drug label? • <i>Appropriate Setting:</i> Online
4-5	PRACTICE (10 min) <ul style="list-style-type: none"> • Collect a variety of unit-dose medication examples or medication labels. Put them out at break for students to observe how small the writing is and to practice finding the dosages and expiration dates. • <i>Appropriate Settings:</i> Traditional classroom, flipped classroom
4-5	DISCUSS (10 min) <ul style="list-style-type: none"> • Discuss the way common medications are absorbed into the body. How does this affect the times when the medications should be administered? What other factors affect the time when a drug should be administered? • <i>Appropriate Settings:</i> Traditional classroom, flipped classroom
4-5	POST & COMMENT <ul style="list-style-type: none"> • Post the following discussion topic online and have students comment. Discuss the ways a patient’s age, weight, and medical condition affect medication absorption. What steps can the nurse take to ensure the patient receives the optimum dosage? • <i>Appropriate Setting:</i> Online
4-5	DISCUSS (10 min) <ul style="list-style-type: none"> • Present various medication orders. Ask students to interpret the orders. Point out the differences in interpretation and the need to clarify the order with the prescribing health care provider. • <i>Appropriate Settings:</i> Traditional classroom, flipped classroom
4-5	POST & COMMENT <ul style="list-style-type: none"> • Post the following discussion topic online and have students comment. Discuss the types of patients with whom medication errors are most likely to be made. How can nurses ensure they do not administer the wrong medications to patients? What safety checks should nurses make each time a medication is to be administered? • <i>Appropriate Setting:</i> Online
4-5	POST & COMMENT <ul style="list-style-type: none"> • Post the following discussion topic online and have students comment. Discuss the information that must be included when documenting drug administration. Why must the

	<p>nurse record the patient's response to medications, including complaints or adverse effects?</p> <ul style="list-style-type: none"> • <i>Appropriate Setting:</i> Online
4-5	<p>ROLE PLAY (20 min)</p> <ul style="list-style-type: none"> • Make up a hypothetical healthcare provider order, medication label or bottle, patient ID band, and a sample medication administration record. Ask for a volunteer to put on the ID band and be a patient. Assume the role of the nurse and have the class observe you role-play medication administration while maintaining the nine rights of medication administration. • <i>Appropriate Settings:</i> Traditional classroom, flipped classroom
4-5	<p>ROLE PLAY (20 min)</p> <ul style="list-style-type: none"> • Obtain medication administration policies from the facilities students will be using. Have the students partner and take turns acting as the nurse and patient. Ask the "nurse" to practice identifying the "patient" according to facility policies. • <i>Appropriate Settings:</i> Traditional classroom, flipped classroom
4-5	<p>RESEARCH (15 min)</p> <ul style="list-style-type: none"> • Divide the class into groups of three to five students. Assign each group a drug to look up in the course text, a drug handbook, or a reliable online source. Choose drugs in which timing is an essential factor in administration (e.g., antacid, antiparkinsonian, antihypertensive, glucocorticoid). Have each student group compare and contrast the information presented in each of the references and share with the class the factors the nurse would need to consider before administration of the drug. • <i>Appropriate Settings:</i> Traditional classroom, flipped classroom
4-5	<p>RESEARCH (15 min)</p> <ul style="list-style-type: none"> • Ask a student to state a drug he or she is familiar with. Obtain a volunteer from the class to look up the drug and read the drug's action. Lead a discussion about the therapeutic effects of the drug, focusing on (1) the importance of understanding why the medication is being given and (2) evaluating whether or not the therapeutic goal of the drug is being met. Consider patient variables such as age, genetics, sex, other medications, and coexisting medical conditions. • <i>Appropriate Settings:</i> Traditional classroom, flipped classroom

CLINICAL JUDGEMENT QUESTION

A nurse has carried out the appropriate medication checks and taken the medications to the patient. As the nurse administers the scheduled medication, the patient requests a prn pain pill. The nurse leaves the room, obtains the medication, and brings it back to the patient.

What does the nurse need to do first upon reentering the room?

Highlight or put an X next to the correct answer.

☐ Administer the medication.

☐ Identify the patient.

☐ Update the patient notes.

☐ Call the doctor.

Assessments

Chapter 1: Pharmacology and the Nursing Process in LPN Practice

ASSESSMENTS BY OBJECTIVE

1-2	Study Guide <ul style="list-style-type: none"> • Questions 1-25; Practice Test Evolve Instructor Resources <ul style="list-style-type: none"> • Test Bank <ul style="list-style-type: none"> ◦ Create a quiz using ExamView; sort by objective. Evolve Student Resources <ul style="list-style-type: none"> • NCLEX Review Questions TBD
3	Study Guide <ul style="list-style-type: none"> • Questions 26-50; Practice Test Evolve Instructor Resources <ul style="list-style-type: none"> • Test Bank <ul style="list-style-type: none"> ◦ Create a quiz using ExamView; sort by objective. Evolve Student Resources <ul style="list-style-type: none"> • NCLEX Review Questions TBD
4-5	Study Guide <ul style="list-style-type: none"> • Questions 51-59; Practice Test Evolve Instructor Resources <ul style="list-style-type: none"> • Test Bank <ul style="list-style-type: none"> ◦ Create a quiz using ExamView; sort by objective. Evolve Student Resources <ul style="list-style-type: none"> • NCLEX Review Questions TBD