

Lilley: Pharmacology for Canadian Health Care Practice, 2nd Canadian Edition

Chapter 01: Nursing Practice in Canada and Drug Therapy

Instructor's Manual

OVERVIEW

Before beginning this course, it is essential to introduce the underlying premise for the entire textbook; that is, how is the nursing process used in the administration of medications? Certainly, using the nursing process helps make drug administration more efficient, more thorough, and more sensitive to the famous “Five Rights.” It also makes certain legal and medical safeguards more automatic.

In this chapter, the integration of administration and the nursing process is initiated by reviewing the five phases of the nursing process and its overall purpose. *How* each phase—assessment, nursing diagnosis, planning (goals and outcome criteria), implementation, and evaluation—is initiated is critical to accurate and effective medication administration. The integration of the “Five Rights” of medication administration into drug therapy and the nursing process is presented. In addition, another five rights are addressed in regard to their impact on safe administration practices, including the process of system analysis and the prevention of medication errors.

KEY TERMS

Critical thinking, p. 8
Goals, p. 12
Medication error, p. 13
Nursing process, p. 8
Outcome criteria, p. 12

LEARNING OBJECTIVES

1. List the five phases of the nursing process as applicable to drug therapy.
2. Identify the components of the assessment process for patients receiving medications, including the collection and analysis of subjective and objective data.
3. Discuss the process of formulating nursing diagnoses for patients receiving medications.
4. Identify goals and outcome criteria for patients receiving medications.
5. Discuss the key elements of implementation in the administration of medications.
6. Discuss the evaluation process involved in the administration of medications and reflected in the goals and outcome criteria.
7. Develop a collaborative plan of care using the nursing process and medication administration.
8. Briefly discuss the “Ten Rights” of drug administration and the related professional responsibility to patients for safe medication practice.
9. Discuss the additional rights of drug administration required for safe medication practice.

CHAPTER OUTLINE AND TEACHING STRATEGIES

Chapter Outline	Teaching Strategies
Overview, p. 8	As you integrate drug therapy into the nursing process, keep referring students to Box 1-1 (Sample Collaborative Plan of Care Related to Drug Therapy Using the Nursing Process). This will help students to see the integration, using an actual patient. It will also help demonstrate the circular nature of the process.
Assessment, p. 8 Analysis of data	Ask, "In what way does a thorough drug history involve both subjective and objective data collection?" (<i>Objective data collection includes completing a list of drugs taken currently and/or in the past, a list of past or present disease processes, and a head-to-toe physical assessment. Subjective data include any problems or adverse effects the patient experienced with past or current drug therapies and a discussion of applicable age-related, social, or developmental issues.</i>)
Nursing diagnoses, p. 11	During the discussion of the various classifications of drugs and the diseases they treat, ask students to name a few nursing diagnoses that would be relevant for patients receiving those drugs.
Planning, p. 12 Goals and outcome criteria	During your discussion of the various classifications of drugs and the diseases they treat, ask students to name a few relevant goals and outcome criteria that would be appropriate for patients receiving those drugs. Be sure these are patient-oriented goals related to the NURSING PROCESS, not goals related to the medical resolution of a disease process.
Implementation, p. 12 Right drug Right dose Right time Right route Right patient Right documentation Right reason Medication errors	Divide the class into small teams, and distribute medication orders that are incompletely or incorrectly written (e.g., orders that are missing route, amount of drug, or frequency, or orders that are ambiguous or in illegible handwriting). Examples should cover the "rights" mentioned in the text. Have the teams consider the following questions:

Chapter Outline	Teaching Strategies
	<ul style="list-style-type: none"> • What “right” of medication administration is missing? • What is needed to correct or complete the order? Review with the class what a typical procedure would be if a medication error were to occur in an inpatient setting.
Evaluation, p. 16	Create several scenarios that provide assessment data (subjective and objective) and a prescribed medication therapy, then assign small groups to work through the stages of the nursing process with one of the scenarios. You may want to go through the steps in the first scenario with all of the students to emphasize specific points. Be sure to discuss how to monitor the patient’s response to drug therapy.

CRITICAL THINKING ACTIVITIES

Have students learn how medication administration is integrated into the nursing process by assigning teams to apply the steps of the nursing process to a specific drug.

LEARNING ACTIVITIES

Your patient is 33 years old and has been diagnosed with type 1 diabetes mellitus. She requires insulin injections twice a day (in the morning and in the evening), including rapid- and intermediate-acting insulins.

1. In regard to the use of nursing diagnoses, is it acceptable to formulate nursing diagnoses for medication-related issues? Explain your answer. If your answer is in support of the use of nursing diagnoses with medication administration, state the diagnoses that are more commonly used.
2. The same patient has developed problems with the absorption of subcutaneous insulin. Her blood glucose readings vary tremendously during a 24-hour period, with periods of hypoglycemia and periods of hyperglycemia. She has been laid off from work, has financial difficulties, and needs new eyeglasses for her progressive loss in close-up vision. Develop two nursing diagnoses that would be appropriate for this patient in relation to drug therapy and the nursing process and the specific information presented above.
3. The patient, who has never had the experience of self-administering an injection, requires a subcutaneous injection twice daily. Develop a nursing diagnosis for this patient that focuses on the newness of the treatment regimen.
4. Develop a goal and outcome criteria for this patient. Make sure that they relate to one of the nursing diagnoses that focus on the drug therapy. Also include what would be

monitored during the evaluation phase of the nursing process for the specific nursing diagnosis, goal, and outcome criteria you develop.

5. What would be evaluated with drug administration?

ANSWERS TO LEARNING ACTIVITIES

1. Yes, it is appropriate to develop nursing diagnoses for patients receiving medications. Nursing diagnoses are *not* just for issues related to patient care and are easy to develop and apply to many facets of the medication administration process. Some of the more common nursing diagnoses that deal with the nursing process and drug therapy are listed below. (*Note to instructors: The following nursing diagnoses are not complete because each patient is different and because associated nursing diagnoses need to be individualized in accordance with the patient, the disease process, and medication therapy.*)
 - Constipation related to . . . (usually related to the adverse effects of a medication)
 - Deficient knowledge (medications) related to first-time use . . . (usually due to first-time use of a specific medication or regimen)
 - Diarrhea related to . . . (usually related to the adverse effects of a medication)
 - Risk for falls related to . . . (usually related to the adverse effects of a medication—antihypertensives, for example—and also common with the older adult)
 - Nausea related to . . . (usually from an adverse effect of a medication)
 - Nonadherence related to . . . (usually occurs when patients stop taking a medication on their own because of bothersome adverse effects)
 - Imbalanced nutrition: less or more than body requirements . . . (usually related to the adverse effects of a medication—for example, weight gain from an oral corticosteroid)
 - Risk for situational low self-esteem related to . . . (usually from not understanding the medications and from a lack of knowledge and experience)
 - Ineffective therapeutic regimen management (individual) related to . . . (this is also related to bothersome adverse effects—the patient quits taking the medication because of adverse effects and lack of knowledge and is unaware of the impact that sudden withdrawal from the medication may have)
 - Disturbed thought processes related to . . . (the adverse effects of certain medications such as narcotics and sedatives)
2. Responses can include the following:
 - Deficient knowledge (medications) related to first-time use . . . (usually related to a lack of experience and information)
 - Anxiety related to . . . (usually from the patient's being afraid and fearful of the unknown)
 - Risk for falls related to possible hypoglycemia and the adverse effects of insulin
3. Deficient knowledge (medications) related to lack of experience and knowledge about the use of insulin and how to administer the injection

4. **GOAL:** The patient will adhere to drug therapy, with therapeutic effects and minimal adverse effects after the first return visit to the physician's office.
OUTCOME CRITERIA: The patient will demonstrate a subcutaneous injection of insulin, using proper technique. The patient will list ways to manage increases and decreases in glucose levels.
5. In the evaluation phase of the nursing process related to drug therapy, the nurse monitors therapeutic effects, adverse effects, and toxic effects.

ADDITIONAL RESOURCES

Do not forget the following supplemental teaching and learning resources found at <http://evolve.elsevier.com/Canada/Lilley/pharmacology>:

For instructors

- Audience Response Questions
- Image Collection
- PowerPoint presentation slides
- Teaching Tips
- Test Bank

For students (instructors have access to all student material)

- Animations
- Answer Keys for Case Studies, Critical Thinking Activities, and Examination Review
- Questions from the textbook
- Calculators
- Category Catchers
- Content Updates
- Frequently Asked Questions
- Audio Glossary
- IV Therapy and Medication Error Checklists
- Multiple-Choice Review Questions
- Nursing Care Plans
- Supplemental Resources
- WebLinks