Medication Teaching Plan Assignment Guidelines

# Purpose

The purpose of this assignment is for the student to synthesize pharmacological knowledge (i.e., core drug

knowledge, core patient variables, and nursing implications) of pharmacotherapeutic agents into a useful

teaching and learning tool for nurses and patients.

# Course Outcomes This assignment enables the student to meet the following course outcomes.

* CO1 Apply the concepts of pharmacotherapeutics, pharmacokinetics, pharmacodynamics, and pharmacogenomics to the use of specific medication classifications in specific health conditions and in consideration of medication side/adverse effects, nursing implications, and medication teaching. (POs 1, 2, and 3)
* CO2 Apply principles of health promotion, as well as illness and injury prevention, to promote safety and effectiveness of commonly used pharmacologic therapy across the lifespan, taking into consideration sociocultural, genetic/genomic, developmental, and gender implications. (POs 3 and 8)
* CO3 Utilize the nursing process in understanding the effects of drug therapy on health outcomes across the lifespan within the framework of a diverse population of individuals, families, and communities. (PO 4)

**Due Date**

Refer to Course Calendar for details. The Late Assignment Policy applies to this assignment.

**Total Points Possible**

100 Points

# Requirements

1. Choose a pharmacological agent that has been on the market less than 5 years.
2. Research the literature and obtain two to three resources for current, evidence-based information related to the pharmacological agent. You must submit your resources with the assignment. Identify the following key/relevant drug information that will be used to develop a medication teaching brochure:

* Drug Class
* Mechanism of Action
* Drug Administration and Dosage
* Drug/food Interactions
* Lab effects/Interference

1. Design a brochure to be used as a patient teaching tool containing the identified relevant/key

information outlined above and the following important information:

* Nursing Management
* Patient Education Considerations
* Patient Assessment
* Potential Side Effects/Adverse Effects/Toxicities
* Special considerations

# Preparing the Assignment

1. After selecting your pharmacotherapeutic agent, use the Chamberlain online library or other database to research the key/relevant drug information.
2. Create your teaching brochure using MS Word or PowerPoint. Microsoft Word has built-in and online templates for brochures. You may choose one of these for your format. The brochure should be printed on one page, two-sided.
3. Include appropriate images, graphics, bulleted items, and subtitles in your brochure. Choose images that illustrate your points and do not serve as mere decorations.
4. Use no higher than seventh-grade reading level, except for required medical terminology. Microsoft Word will calculate a Flesch Kincaid Grade Level for you. Go to Review > Spelling and Grammar. When the check is complete, Word will give you the statistics. You may need to save your file with a new name and temporarily delete required medical terms and then run the Flesch Kincaid statistics again to get to the seventh-grade reading level.
5. Complete a separate document that contains the following information:

* Your name, date and class
* A short paragraph describing the intended audience and use for your teaching brochure. For example, is this for teaching a pediatric patient who is newly diagnosed with asthma about the new drug? Is it designed to teach an older adult about a new cholesterol drug?
* A reference page in APA format

The brochure is not a paper that follows APA format so please use your creativity when developing the

brochure. Consider your audience when choosing font, style and graphics.

1. Submit the brochure and the one-page document to the assignment by the due date.

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# Directions and Assignment Criteria

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| --- | --- | --- | --- |
| Category | Points | % | Description |
| Brochure: Key/Relevant Drug Information | 30 | 30% | Brochure contains following key/relevant drug information   * Drug Class * Mechanism of Action * Drug Administration and Dosage * Drug Interactions * Lab effects/interference * Special Considerations * Potential Side Effects/Adverse Effects/Toxicities |
| Brochure: Patient Education Considerations | 35 | 35% | Brochure contains the following patient education information   * Nursing Management * Patient Education Considerations * Patient Assessment * Potential Side Effects/Adverse Effects/Toxicities * Special considerations |
| Brochure: Visual Effects/Creativity | 10 | 10% | Brochure meets all of the following   * Developed per the required standard * Appropriate for the intended audience * Flesch Kincaid reading level is not higher than seventh grade * Graphics do not distract from the purpose of the brochure * Visually appealing |
| One Page Paper | 15 | 15% | One page paper is clearly written and contains the following information:   * Name * Date * Class * A short paragraph describing the intended audience and use for the teaching brochure. * A reference page |
| APA format | 5 | 5% | Reference page is present and follows APA format. At least two sources are used and submitted with work |
| Writing Mechanics | 5 | 5% | Writing follows rules of grammar, spelling, word usage, punctuation, and other aspects of formal written work as found in the 6th edition of the APA manual |
| Total | 100 | 100% |  |

# Grading Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category | | | | | |
| Brochure: Key/Relevant Drug Information | **30 Points** | **25 Points** | **20 Points** | **15 points** | **0 Points** |
|  | Presentation of information on brochure is accurate and includes **all** of the following elements:   * Drug Class * Mechanism of Action * Drug Administration and Dosage * Drug Interactions * Lab effects/interference * Special Considerations * Potential Side Effects/Adverse Effects/Toxicities | Presentation of informationon brochure is accurate and includes **six** **(6)** of the following elements:   * Drug Class * Mechanism of Action * Drug Administration and Dosage * Drug Interactions * Lab effects/interference * Special Considerations * Potential Side Effects/Adverse Effects/Toxicities | Presentation of information on brochureis accurate andincludes **five (5)** of the following elements:   * Drug Class * Mechanism of Action * Drug Administration and Dosage * Drug Interactions * Lab effects/interference * Special Considerations * Potential Side Effects/Adverse Effects/Toxicities | Presentation of informationon brochure is accurate and includes **four (4)** of the following elements:   * Drug Class * Mechanism of Action * Drug Administration and Dosage * Drug Interactions * Lab effects/interference * Special Considerations * Potential Side Effects/Adverse Effects/Toxicities | Presentation of informationon brochure includes **less than four (4)** of the following elements:   * Drug Class * Mechanism of Action * Drug Administration and Dosage * Drug Interactions * Lab effects/interference * Special Considerations * Potential Side Effects/Adverse Effects/Toxicities |
| Brochure: Patient Education Considerations | **35 points** | **25 Points** | **15 Points** | **10 Points** | **0 Points** |
|  | Presentation of informationon brochure is accurate and includes **all** of the following elements:   * Nursing Management * Patient Education Considerations * Patient Assessment * Potential Side Effects/Adverse Effects/Toxicities * Special considerations | Presentation of informationon brochure is accurate and includes **four(4)** of the following elements:   * Nursing Management * Patient Education Considerations * Patient Assessment * Potential Side Effects/Adverse Effects/Toxicities * Special considerations | Presentation of informationon brochure is accurate and includes **three (3)** of the following elements:   * Nursing Management * Patient Education Considerations * Patient Assessment * Potential Side Effects/Adverse Effects/Toxicities * Special considerations | Presentation of informationon brochure is accurate and includes **two (2)** of the following elements:   * Nursing Management * Patient Education Considerations * Patient Assessment * Potential Side Effects/Adverse Effects/Toxicities * Special considerations | Presentation of informationon brochure includes **less than two (2)** of the following elements:   * Nursing Management * Patient Education Considerations * Patient Assessment * Potential Side Effects/Adverse Effects/Toxicities * Special Considerations |
| Brochure: Visual Effects/Creativity | **10 Points** | **8 Points** | **6 Points** | **4 Points** | **0 Points** |
|  | Presentation of informationon brochureincludes **all** of the following elements:   * Developed per the required standard * Appropriate for the intended audience * Flesch Kincaid reading level is not higher than seventh grade * Graphics do not distract from the purpose of the brochure * Visually appealing | Presentation of informationon brochure includes **four (4)** of the following elements:   * Developed per the required standard * Appropriate for the intended audience * Flesch Kincaid reading level is not higher than seventh grade * Graphics do not distract from the purpose of the brochure * Visually appealing | Presentation of informationon brochure includes **three (3)** of the following elements:   * Developed per the required standard * Appropriate for the intended audience * Flesch Kincaid reading level is not higher than seventh grade * Graphics do not distract from the purpose of the brochure * Visually appealing | Presentation of informationon brochure includes **two (2)** of the following elements:   * Developed per the required standard * Appropriate for the intended audience * Flesch Kincaid reading level is not higher than seventh grade * Graphics do not distract from the purpose of the brochure * Visually appealing | Presentation of information on brochureincludes **less than two(2)** of the following elements:   * Developed per the required standard * Appropriate for the intended audience * Flesch Kincaid reading level is not higher than seventh grade * Graphics do not distract from the purpose of the brochure * Visually appealing |
| One page paper | **15 Points** | **12 Points** | **9 Points** | **6 Points** | **0 Points** |
|  | Presentation of information in the paperis clearly written andincludes **all** of the following elements:   * Name * Date * Class * A short paragraph describing the intended audience and use for the teaching brochure. * A reference page | Presentation of informationin the paper is clearly written and includes **four (4)** of the following elements:   * Name * Date * Class * A short paragraph describing the intended audience and use for the teaching brochure. * A reference page | Presentation of informationin the paper is clearly written and includes **three (3)** of the following elements:   * Name * Date * Class * A short paragraph describing the intended audience and use for the teaching brochure. * A reference page | Presentation of informationin the paper is clearly written andincludes **two (2)** of the following elements:   * Name * Date * Class * A short paragraph describing the intended audience and use for the teaching brochure. * A reference page | Presentation of informationin the paperincludes **less than two (2**) of the following elements:   * Name * Date * Class * A short paragraph describing the intended audience and use for the teaching brochure. * A reference page |
| APA Format | **5 Points** | **4 Points** |  |  | **0 Point** |
|  | APA guidelines, as per the 6th edition of the manual, are demonstrated for **all** the following:   * Reference page is present and follows APA format * At least two sources are used and submitted with work | APA guidelines, as per the 6th edition of the manual, are demonstrated for **one (1)** of the following:   * Reference page is present and follows APA format * At least two sources are used and submitted with work |  |  | APA guidelines, as per the 6th edition of the manual, are demonstrated for **none** of the following:   * Reference page is present and follows APA format * At least two sources are used and submitted with work |
| Writing Mechanics | **5 Points** | **4 Points** | **3 Points** | **1 Point** | **0 Point** |
|  | **0–2** errors or exceptions to the rules of grammar, spelling, word usage, punctuation, and other aspects of formal written work as found in the 6th edition of the APA manual | **3–4** errors or exceptions to the rules of grammar, spelling, word usage, punctuation, and other aspects of formal written work as found in the 6th edition of the APA manual | **5–6** errors or exceptions to the rules of grammar, spelling, word usage, punctuation, and other aspects of formal written work as found in the 6th edition of the APA manual | **7–8** errors or exceptions to the rules of grammar, spelling, word usage, punctuation, and other aspects of formal written work as found in the 6th edition of the APA manual | **9 or greater** errors or exceptions to the rules of grammar, spelling, word usage, punctuation, and other aspects of formal written work as found in the 6th edition of the APA manual |
| Total Points Possible = 100 points Student’s Score \_\_\_\_\_\_/100 Points | | | | | |
| Comments: | | | | | |