

**ARIZONA STATE
BOARD OF NURSING**



Medication Assistant Curriculum

Certified Medication Assistant Curriculum

The medication assistant training program curriculum was developed to provide basic background information and routine procedures that are essential for the safe administration of select medications by experienced certified nursing assistants in a long term care facility. Content includes basic principles of medication administration, simple calculations, and categories of medications.

Intro to course			
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum time for Unit
Goal 1: Explain the role of the medication assistant in Arizona including allowable acts, conditions, and restrictions			
The medication Assistant and Nursing Process			
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum time for Unit
A. Describe the role of the certified Medication Assistant (CMA) B. Discuss the legal requirements for medication assistants in Arizona C. Describe Board of Nursing role in the regulation of medication assistants D. Explain Nursing Process and CMA's role E. Review taking vital signs, height, weight Key Terms	A. Must be CNA 6 months, pass a required certification exam, may give prescribed medications within defined state laws B. Legislation A.R.S.32-1650.01 C. Role of the nursing board-oversight of programs, certification D. 5 step nursing process a. Assessment: observation b. Nursing diagnosis c. Planning d. Implementation e. Evaluation E. Review vital signs: a. Normal/abnormal		

Certified medication Assistant Medication Standard of Care Nurse Practice Act Nurse assistive personnel Certified Nursing Assistant Professional boundaries Professional sexual misconduct Assessment Evaluation Implementation Nursing care plan	b. Review technique c. Review apical Key terms continued Nursing diagnosis Nursing intervention Nursing process Objective data Observation Planning Subjective data Symptoms Vital signs		
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Goal 2: Discuss principles, terminology, laws, and drug references as they apply to administration of medications			
2.1 Delegation			
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum Time for Unit
A. Describe the delegation process. B. Explain the CMA role in the delegation process. C. Explain when to accept and when not to accept a delegated task D. How to accept and refuse a delegated task. Key Terms: Accountable Delegate Nursing task	A. Communication B. 5 Delegations rights a. Right task b. Right circumstances c. Right person d. Right directions and communication e. Right supervision B.1 CMA give medications in scope B.2 Nurse cannot delegate nursing actions or judgement before and after admin of med C. Accepting and refusing delegated task D. Discuss how to refuse		
2.2 Ethics and Laws			

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum Time for Unit
<p>A. Describe ethical conduct</p> <p>B. Review patient's rights, advance directives</p> <p>C. Explain Federal Food, Drug, and Cosmetic Act</p> <p>D. Explain Comprehensive Drug Abuse Prevention and Control Act</p> <p>E. Why possessing a controlled substance is a crime.</p> <p><u>Define Key Terms</u></p> <p>abuse</p> <p>advance directive</p> <p>assault</p> <p>battery</p> <p>crime</p> <p>criminal law</p> <p>defamation</p> <p>ethics</p> <p>false imprisonment</p> <p>fraud</p> <p>invasion of privacy</p> <p>malpractice</p> <p>neglect</p> <p>negligence</p> <p>protected health information</p> <p>slander</p> <p>tort</p> <p>vulnerable adult</p>	<p>A. Knowledge of what is right and wrong.</p> <p>B. Resident rights</p> <p> a. Advance Directives</p> <p> b. Reporting Abuse</p> <p>C. Federal Drug Laws</p> <p>D. Torts and Crimes</p>		

Goal 3: Explain principles of medication administration & nursing care considerations when administering medication to clients of all ages

Goal 3.1: Body Structure and Function/ Life span Considerations

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum Time for Unit
<p>A. Know age ranges for each age group</p> <p>B. Identify factors that affect drug absorption and distribution in children and elderly</p> <p>C. Identify factors that affect drug metabolism</p> <p>D. Administer medications to elderly residents applying principles of safe medication administration, resident rights, and knowledge of aging changes that may affect ability to take medications.</p> <p>E. Discuss the effects of medications on children</p> <p>Key Terms absorption distribution enzymes excretion metabolism metabolite therapeutic drug monitoring</p>	<p>A. Factors affecting drug action: age, size, diet, gender (male/female), genetics, diseases, psychological factors, routes of administration, time of administration, drug taking history, environmental effects</p> <p>B. Factors that lessen absorption</p> <p>a. dryer skin b. wrinkled skin c. decreased number of hair follicles</p> <p>C. Factors affecting Distribution Amount of water in body</p> <p>D. Factors that affect metabolism</p> <p>a. Liver disease b. age c. smoking d. gender e. genetics</p> <p>E. Administration of medication to elderly: resident rights, safety principles, caring behaviors, difficulty swallowing (thickening fluids)</p>		

Goal 3.2: Basic Pharmacology and Drug References			
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum Time for Unit
<p>A. Explain drug classification</p> <p>B. Explain how drugs are absorbed, distributed, metabolized and excreted</p> <p>C. Factors influencing drug action</p> <p>D. Demonstrate Use of Drug References</p> <p>Define Key words</p> <p>adverse drug reaction (ADR)</p> <p>allergic reaction</p> <p>anaphylactic reaction</p> <p>anaphylaxis</p> <p>drug interaction</p> <p>drug reaction</p> <p>enteral route</p> <p>generic name</p> <p>hives</p> <p>idiosyncratic reaction</p> <p>Intramuscular (IM)</p> <p>intravenous (IV) parenteral route</p> <p>percutaneous route</p> <p>pharmacology</p> <p>placebo</p> <p>reconstitute</p> <p>side effect</p> <p>subcutaneous</p> <p>toxicity</p> <p>trademark</p> <p>urticaria</p>	<p>A. Drug names</p> <p>a. Chemical name</p> <p>b. Generic name</p> <p>c. Official name</p> <p>d. Trademark name</p> <p>Classified by body systems</p> <p>Therapeutic use</p> <p>Clinical Indications</p> <p>Prescription or Non-Prescription</p> <p>Illegal Drugs</p> <p>B.1 Absorption</p> <p>The rate of absorption depends on:</p> <p>a. The route of administration</p> <p>b. Blood flow through the tissue where the drug was given</p> <p>c. How well the drug can dissolve</p> <p>Promote absorption</p> <p>B.2 Distribution</p> <p>Refers to the ways drugs are transported by circulating body fluids to the receptors and to sites of metabolism and excretion</p> <p>B.3 Metabolism</p> <p>Process for which the body inactivates drugs</p> <p>B.4 Excretion</p> <p>The elimination of drugs from the body</p> <p>a. Urination</p> <p>b. Feces</p> <p>c. Evaporation from skin</p> <p>d. Evaporation from lungs</p>		

	<ul style="list-style-type: none"> E. Influence on drug action <ul style="list-style-type: none"> a. Since all drugs can affect more than one body system, side effects and adverse reactions (ADRs) can occur b. ADR or drug reaction- an unintended effect on the body from using legal drug, illegal drug, or two or more drugs c. Idiosyncratic reactions and allergic reactions can occur d. Factors that influence Drug action <ul style="list-style-type: none"> i. Age, weight, metabolic rate, illness, willing to take drug, tolerance, dependence, cumulative effect e. Drug interactions with other drugs E. Use of drug references: info and types of 		
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Goal 3.3 Dosage Calculation			
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum Time for Unit
<ul style="list-style-type: none"> A. Recall common mathematical operations B. Recognize different systems of measurements and when a licensed nurse needs to be involved C. Write and define units of measurement for metric and household systems D. State common equivalents among measurement systems and use a conversion table to convert between systems. E. Calculate the number of tablets or capsules to give when available dose differs from ordered dose F. Calculate amount of liquid medication to pour when dose ordered in units of mass 	<ul style="list-style-type: none"> A. Review of: <ul style="list-style-type: none"> a. Fractions b. Decimals c. Percent B/C/D. Systems of measurement: <ul style="list-style-type: none"> a. Metric b. Household c. Temperature scales d. Apothecary (briefly) E/F/G. <ul style="list-style-type: none"> a. Equivalencies metric/household b. Dosage calculations for oral medication 		

<p>G. Verify a dosage calculation using conversions from one system to another</p> <p>Key Terms Dosage Medication calculation</p>	<p>c. Dosage calculation with conversions-licensed nurse needed to do initial calculation</p>		
<p>Goal 4: Describe measure to promote safe medication administration in health care facilities.</p>			
<p>Promoting Safe Medication Administration</p>			
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum Time for Unit
<p>A. Name common abbreviations associated with medication administration.</p> <p>B. List medication forms</p> <p>C. Describe routes for administering medications</p> <p>D. Recognize the routes of medication that may be administered by the CMA</p> <p>E. Document time using international time (military time)</p>	<p>A. Accepted abbreviations (supplemental JACHO recommended)</p> <p>B. Forms of medications</p> <ul style="list-style-type: none"> a. Liquids b. Solutions c. Suspensions d. Solids/semisolids e. Suppositories f. Topical creams, lotions and ointments g. Enteric coated <p>C. Routes of administration:</p> <ul style="list-style-type: none"> a. Oral routes <ul style="list-style-type: none"> i. Buccal ii. oral b. Topical c. Rectal d. Eye drops e. Eardrops <p>D. Inhalation/parental, sublingual and prn: only licensed nurse may give</p> <p>E. International time</p>		

<p>F. Describe the licensed nurses responsibility to check the component of medication order</p> <p>G. Describe ordering, packaging, storage, and disposal of drugs</p> <p>H. Describe documentation used to communicate medication orders</p> <p>I. Pour medications according to accepted procedures</p> <p>J. Explain the 6 rights of medication administration</p> <p>K. Document medication administration</p> <p>L. Report and record observations</p> <p>M. Identify common drug errors</p> <p>N. Describe rules for giving drugs safely</p> <p>O. Incident reporting</p>	<p>F. Medication orders checked by nurse:</p> <ol style="list-style-type: none"> 1. Order sheet 2. Prescription components <ol style="list-style-type: none"> a. Drug name b. Dose c. Route d. Time/frequency e. Prescriber signature 3. Types of drug orders: routine, standing, PRN, stat 4. Questioning an order <p>G. Ordering, packaging, storage, and disposal of drugs</p> <p>H. Documentation:</p> <ol style="list-style-type: none"> 1. Medication record 2. Self-terminating 3. Controlled substances <p>I. Pouring medications:</p> <ol style="list-style-type: none"> a. 3 safety checks b. Aseptic technique: hand hygiene, clean counters, clean med cups <p>J. 6 rights of med administration Drug, dose, patient, route, time, documentation</p> <p>K. Charting medications: MAR, principles of charting, reporting medication errors</p> <p>L. Other types of observations that require reporting and recording</p> <p>M. Prevent drug errors following 6 rights</p> <p>N. Safety</p> <ol style="list-style-type: none"> a. Follow 6 rights b. Drug References 		
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<p><u>Key Terms</u></p> <p>Prescription label Drug orders Amber colored container Discontinued medication International time Prescription warning Medication administration Record (MAR) medication Inventory Incident reporting Medication error Medication label Medication order parts Narcotic Scheduled medication Lock box 6 rights of medication Administration liquid medication Oral Rectal nasal Optic Otic Topical Sub-lingual Enteric coatings Suspensions Elixirs Ear drops</p>	<p>c. Review safety rules from Mosby (p. 117)</p> <p>O. If drug error is made, complete an incident report</p> <p>Key Terms continued: AC BID Gtt Hs Mg PC PO PRN order Tid Handwashing Crushing medication Swallowing medications Tablet disposal Tablet color Topical medication/ topical Sprays Reporting drug errors Aspiration Suppository Unit does packaging Valid prescription Expiration date Administration directions Routine medication Facility policy Transdermal patch Types of orders Black box warning</p>		
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Goal 5: Discuss medication properties, uses, adverse effects, administration of, education, and nursing assistant care of residents receiving the following types of medications:

5.1 Vitamins, Minerals, Herbs

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum Time for Unit
<p>A. Identify fat soluble and water soluble vitamins and minerals.</p> <p>B. List one function of each vitamin or mineral</p> <p>C. Discuss common herbal supplements, their uses, and the potential dangers</p> <p>Key terms Vitamin A (Aquasol) Vitamin B12 (cyanocobalamin) Vitamin B2 (riboflavin) Vitamin K (phytonadione) Vitamin C (ascorbic Acid) Vitamin D (cholecalciferol) Calcium Calcium carbonate (oyster shell) Fat soluble, water soluble vitamins Garlic Ginger Gingko Biloba Hawthorne Herbal medications Iron (Ferrous Sulfate) Iron sulfate (Fer-in-sol) Iron preparations Recommended daily allowances (RDA) St. John's wort Folic acid deficiency Potassium Anemia Megadose</p>	<p>A. Vitamins and minerals</p> <ol style="list-style-type: none"> 1. RDAs/Food sources 2. Fat-soluble vitamins (A, D, E, and K) 3. Water soluble vitamins 4. Minerals <p>B. Functions of vitamins and minerals</p> <p>C. Herbs and unsafe herbs</p>		

5.2 Antimicrobials																							
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum Time for Unit																				
<p>A. Discuss types of infection, immunity and persons at risk for infection.</p> <p>B. Discuss considerations when administering antibiotics.</p> <p>C. Differentiate major categories of antibiotics and the nursing assistant care and administration considerations associated with each type: penicillins, cephalosporins, tetracyclines, macrolides, aminoglycosides, sulfonimides, quinolones</p> <p>D. Discuss antiviral and antifungal drugs and the nursing assistant care associated with each type.</p> <p>E. Demonstrate administration of medications to residents with transmission-based precautions</p> <p>Key Terms</p> <table border="0"> <tr> <td>Antibiotic</td> <td>Penicillin</td> </tr> <tr> <td>Antibodies</td> <td>Reverse isolation</td> </tr> <tr> <td>Antiinfective</td> <td>Superinfection</td> </tr> <tr> <td>Bacterial Infections</td> <td>Tetracycline</td> </tr> <tr> <td>Broad spectrum</td> <td>Aminoglycosides</td> </tr> <tr> <td>Culture & sensitivity test</td> <td>Narrow spectrum antibiotic</td> </tr> <tr> <td>Infections</td> <td>Considerations for antibiotics</td> </tr> <tr> <td>Levoquin (levofloxacin)</td> <td>Sulfonimides</td> </tr> <tr> <td>Pathogens</td> <td></td> </tr> <tr> <td>Oral antibiotic</td> <td></td> </tr> </table>	Antibiotic	Penicillin	Antibodies	Reverse isolation	Antiinfective	Superinfection	Bacterial Infections	Tetracycline	Broad spectrum	Aminoglycosides	Culture & sensitivity test	Narrow spectrum antibiotic	Infections	Considerations for antibiotics	Levoquin (levofloxacin)	Sulfonimides	Pathogens		Oral antibiotic		<p>A. Microorganisms, the immune system, risks for infection, the geriatric resident</p> <p>B. Considerations when administering antibiotics, MRSA, VRE, C-difficile</p> <p>C. Categories, nursing assistant care and administration considerations for: penicillins, cephalosporins, tetracyclines macrolides, aminoglycosides, sulfonimides, quinolones</p> <p>D. Nursing assistant care and administration considerations associated with antiviral and antifungal drugs (Flagyl).</p> <p>E. Review of standard and transmission based precautions, emphasis on considerations when administering medications</p>		
Antibiotic	Penicillin																						
Antibodies	Reverse isolation																						
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Goal 5.3 Eye and Ear Medications			
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum Time for Unit
<p>A. Describe the structure, function, of the eye and medication administration considerations when administering eye medications</p> <p>B. Describe ear and structure, function, and the effect of aging on the auditory system.</p> <p>C. Identify common eye and ear pathology</p> <p>D. Identify common types of ear drops and eye medications</p> <p>E. Demonstrate administration of eye and ear medications (drops/ointments)</p> <p>Key Terms Eye medications Eye drops Eye medication administration Glaucoma Hydrocortisone Neomycin sulfate Ophthalmic medications Tinnitus</p>	<p>A. Structure and function of the eye; administration of eye drops/ointments; effects of aging</p> <p>B. Structure and function of the ear; effects of aging</p> <p>C. Common diseases of the eye and ear: Glaucoma Eye infections External otitis Excess cerumen</p> <p>D. Ear drops/Eye medications 1. Eye Polymyxin B Pilocarpine Betaxolol Acetazoalmide 2. Ear Polymyxin B Cerumenex</p> <p>E. Procedure for administration of eye and ear medications</p>		

Goal 5.4 Skin Medications			
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum Time for Unit
<p>A. Recall structure and function of integumentary system</p> <p>B. Discuss symptoms of skin disorders</p> <p>C. Discuss major categories of topical medications</p> <p>D. Identify those skin medications that should be administered by a licensed nurse</p> <p>E. Identify general principles for medicating the skin and associated nursing assistant care.</p> <p>F. Demonstrate application of topical medications allowed</p> <p>KEY TERMS Antipruritic Astringents Calamine/Diphenhydramine Integumentary system Itching Lotion Perineal Psoriasis Scabies Skin disorder Skin rashes Transdermal Nitroglycerine patch</p>	<p>A. Structure and function of integumentary system</p> <p>B. General symptoms and specific features of common skin disorders</p> <ol style="list-style-type: none"> a. Contact dermatitis b. Eczema c. Psoriasis d. Seborrheic Dermatitis e. Infection f. Scabies and Pediculosis <p>C. Categories of topical medications: Keratolytics, protectives and astringents, antipruritic, anti-inflammatory, antiseptics, topical anesthetics, miticides, transdermal</p> <p>D. Transdermal patches; medications requiring a sterile dressing change; medications requiring assessment of skin condition (require licensed nurse)</p> <p>E. Patient considerations; wound preparation; applying the medication; dressings; follow-up</p> <p>F. Principles of topical medication administration</p>		

Goal 5.5 Cardiovascular Medications																									
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum Time for Unit																						
<p>A. Recall structure and function of cardiovascular system</p> <p>B. Discuss symptoms and characteristics of cardiovascular disorders.</p> <p>C. Identify characteristics of and nursing assistant activities associated with administration of common classifications of cardiovascular medications within CMA protocols to administer.</p> <p>D. Administer oral cardiovascular drugs applying principles of safe drug administration specific to the resident and drug being given</p> <p>Key Terms</p> <table border="1"> <tr> <td>Antianginals</td> <td>Hypertension</td> </tr> <tr> <td>Antiarrhythmics</td> <td>Iron</td> </tr> <tr> <td>Anticoagulant</td> <td>Orthopnea</td> </tr> <tr> <td>Antihypertensives</td> <td>Peripheral vascular disease</td> </tr> <tr> <td>Antilipemics</td> <td>Prothrombin</td> </tr> <tr> <td>Aspirin</td> <td>Tachycardia</td> </tr> <tr> <td>Congestive heart failure</td> <td>Edema</td> </tr> <tr> <td>Coronary artery disease</td> <td>Dyspnea</td> </tr> <tr> <td>Heart rate</td> <td>Platelets</td> </tr> <tr> <td></td> <td>Pleurisy</td> </tr> <tr> <td></td> <td>Pneumonia</td> </tr> </table>	Antianginals	Hypertension	Antiarrhythmics	Iron	Anticoagulant	Orthopnea	Antihypertensives	Peripheral vascular disease	Antilipemics	Prothrombin	Aspirin	Tachycardia	Congestive heart failure	Edema	Coronary artery disease	Dyspnea	Heart rate	Platelets		Pleurisy		Pneumonia	<p>A. Structure and function: heart, blood vessels, electrical conduction; blood pressure, pulse (use Federal Guidelines for norms) blood, lymph, effects of aging</p> <p>B. Cardiovascular symptoms and disorders: CHF, Dysrhythmias, CAD, Blood vessel diseases, Shock, and anemia</p> <p>C. Characteristics of and nursing assistant activity associated with administration of: Diuretics, antihypertensives, calcium channel blockers, A.C.E. inhibitors, antilipemics, cardiac glycosides, antiarrhythmics, anticoagulants (oral), and hemateminics</p> <p>D. Principles of safely administering cardiovascular medications (pulse for digoxin; pulse and blood pressure for antiarrhythmics)</p>		
Antianginals	Hypertension																								
Antiarrhythmics	Iron																								
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Antihypertensives	Peripheral vascular disease																								
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Congestive heart failure	Edema																								
Coronary artery disease	Dyspnea																								
Heart rate	Platelets																								
	Pleurisy																								
	Pneumonia																								

Goal 5.6 Respiratory Medications																					
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum Time for Unit																		
<p>A. Recall structure and function of the respiratory system</p> <p>B. Discuss symptoms of respiratory distress and common diseases of the respiratory tract</p> <p>C. Apply principles of safe drug administration and nursing assistant care specific to the disorder when administering oral and nasal respiratory medications.</p> <p>Key Terms</p> <table border="0"> <tr> <td>Nasal</td> <td>Bronchus</td> </tr> <tr> <td>Rebound</td> <td>Cough medication</td> </tr> <tr> <td>Alveoli</td> <td>Nose drops</td> </tr> <tr> <td>Antihistamines</td> <td>Albuterol</td> </tr> <tr> <td>Antitussives</td> <td>Decongestant</td> </tr> <tr> <td>Bronchiole</td> <td>Emphysema</td> </tr> <tr> <td>Pleura</td> <td>Histamine</td> </tr> <tr> <td>Trachea</td> <td>Laryngeal edema</td> </tr> <tr> <td>Larynx</td> <td>Pharynx</td> </tr> </table>	Nasal	Bronchus	Rebound	Cough medication	Alveoli	Nose drops	Antihistamines	Albuterol	Antitussives	Decongestant	Bronchiole	Emphysema	Pleura	Histamine	Trachea	Laryngeal edema	Larynx	Pharynx	<p>A. Structure and function of the respiratory system</p> <p>B. Symptoms and Disorders</p> <p>a. Symptoms: Cough, sputum, hoarseness, wheezing, chest pain</p> <p>b. Diseases: pneumonia, emphysema, asthma, tuberculosis, upper respiratory infection (colds; strep throat)</p> <p>C. Principles of administering oral and nasal respiratory medications and associated nursing assistant care</p>		
Nasal	Bronchus																				
Rebound	Cough medication																				
Alveoli	Nose drops																				
Antihistamines	Albuterol																				
Antitussives	Decongestant																				
Bronchiole	Emphysema																				
Pleura	Histamine																				
Trachea	Laryngeal edema																				
Larynx	Pharynx																				

Goal 5.7: Gastrointestinal Medications			
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum Time for Unit
<p>A. Recall structure and function of the digestive system</p> <p>B. Identify symptoms of digestive disorders and characteristics of common disorders of the digestive tract</p> <p>C. Identify common classifications and characteristics of oral and rectal medications that affect the GI system including drugs used for bowel preparation.</p> <p>D. Apply principles of drug administration and nursing assistant care including potential drug interactions when administering oral and rectal drugs that affect the gastrointestinal system</p> <p><u>KEY TERMS</u> Antacids Anticholergic Antiemetic Bulk-forming laxative Constipation Laxatives Malabsorbtion Magnesium based antacid Vomiting Aluminum and calcium based antacid</p>	<p>A. Process of digestion; Structure and function of the digestive system</p> <p>B. Symptoms and Disorders a. Symptoms: Nausea, vomiting, diarrhea, flatulence, eructation, constipation, pain b. Common disorders: constipation, tooth and gum disorders, peptic ulcer disease, hepatitis, gallbladder disorders, colitis, diverticulosis, hemorrhoids</p> <p>C. Common classifications of oral and rectal GI drugs: antacids, drugs to treat peptic ulcer, antiemetics, anticholinergics/antispasmodics, Antidiarrheals, anti-inflammatory agents, and laxatives (bowel prep).</p> <p>D. Administering rectal medications; review of oral medications; nursing assistant care/considerations when administering GI drugs/bowel preparation and medicated enemas</p>		

Goal 5.8: Urinary System Medications and Medications to attain fluid Balance			
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum Time for Unit
<p>A. Recall structure and function of urinary system</p> <p>B. Identify signs and symptoms of common disorders of the urinary system and imbalances of body fluids, electrolytes and acid-base</p> <p>C. Discuss properties of diuretics and oral electrolytes including administration of and associated nursing assistant care.</p> <p><u>KEY TERMS</u></p> <p>Acidifiers Alkalizers Action of diuretic Discoloration Hypercalcemia Hyperkalemia Hybernatremia Loop diuretic Potassium loss and diuretics Potassium rich foods Urinary antibacterial</p>	<p>A. Review structure and function of urinary system</p> <p>B. Disorders and imbalances</p> <p>a. Common disorders of the urinary system: obstruction, infection, renal failure</p> <p>b. Imbalances of fluids, electrolytes, and acid-base</p> <p>C. Diuretic types: thiazide, potassium sparing, loop, oral potassium; nursing assistant care considerations when administering diuretics and oral potassium</p>		

Goal 5.9 Endocrine Medications and Reproductive System Medications

Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum Time for Unit
<p>A. Identify structure and function of the endocrine glands: pituitary, thyroid, pancreas, and adrenal gland, reproductive system</p> <p>B. Discuss signs, symptoms and nursing care associated with the following endocrine disorders: diabetes mellitus, disorders of the adrenal gland, thyroid disorders, reproductive system disorders</p> <p>C. Identify the purpose of and administer oral endocrine medications demonstrating application of nursing assistant principles: oral diabetic agents (importance of diet/accuchecks), corticosteroids, thyroid replacement drugs; hormone</p> <p><u>Key Terms</u> Fasting sugar Hormones Hypoglycemia Hyperglycemia Oral hypoglycemic Thyroid</p>	<p>A. Structure and function of the endocrine glands</p> <p>B. Signs, symptoms and nurse assistant care of: diabetes mellitus, adrenal disorders, thyroid disorders</p> <p>C. Properties and nursing assistant care associated with administration of: oral diabetic agents (diet/accuchecks), corticosteroids, thyroid replacement drugs; hormone replacement drugs</p>		

Goal 5.10 Musculoskeletal Medications			
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum Time for Unit
<p>A. Recall structure and function of the musculoskeletal system</p> <p>B. Discuss signs and symptoms, drug treatment and associated nursing assistant principals for the following disorders: Physical injuries, osteoporosis, bursitis, gout, osteoarthritis, and rheumatoid arthritis</p> <p>C. Administer drugs for disorders of the musculoskeletal system applying principles of care for residents with musculoskeletal disorders</p> <p>Key Terms Analgesic Antiarthritic Gout Inflammation Muscle Relaxants NSAIDs Rheumatoid disorders Uricosuric agents Osteoporosis Corticosteroid therapy</p>	<p>A. Structure and function of the musculoskeletal system: bones, joints, and muscles.</p> <p>B. Signs and symptoms, drug treatment and associated nursing assistant care of residents with:</p> <ol style="list-style-type: none"> a. Physical injuries, b. osteoporosis, c. bursitis, d. gout, e. osteoarthritis, f. and rheumatoid arthritis <p>C. Drug characteristics and administration principles for common drugs used for musculoskeletal disorders: NSAIDs, Tylenol</p>		

Goal 5.11 Nervous system/ Sensory System			
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum Time for Unit
<p>A. Recall structure and function of the nervous and sensory systems</p> <p>B. Discuss characteristics of nervous system disorders, drug treatment, and associated nursing assistant care: Parkinson’s disease, Myasthenia Gravis, Multiple Sclerosis, Epilepsy, and Cerebral Vascular Accident.</p> <p>C. Compare properties of drug classifications that affect the nervous system: Stimulants, and Depressants including narcotic analgesics, anticonvulsants, antiparkinson agents</p> <p>D. Apply principles of drug administration for drugs affecting the central nervous system when administering medications.</p> <p>E. Discuss principles of administration of medications to treat pain</p> <p><u>Key Terms</u></p> <p>Anticonvulsants Antiparkinsonian agents Central nervous system Dizziness Drug dependence Parkinson's Disease Seizures Stimulants</p>	<p>A. Review structure and function of the nervous and sensory system</p> <p>B. Nervous system disorders, drug treatment and associated nursing assistant care in the following disorders:</p> <ol style="list-style-type: none"> a. Parkinson’s disease b. Myasthenia Gravis, c. Multiple Sclerosis, d. Epilepsy, e. CVA <p>C. Drug classification properties of</p> <ol style="list-style-type: none"> a. Stimulants, b. Depressants including narcotic analgesics, anticonvulsants, antiparkinson agents <p>D. Principles of administering CNS drugs</p> <p>E. Pain control principles: Review of observing and reporting resident pain, nursing assistant care to relieve pain, administering medications to relieve pain, reporting response to nurse</p>		

Goal 5.12 Psychotropic Medication			
Learning Goals	Content Outline	Learning Activities and/or Reading Assignment Resources	Minimum Time for Unit
<p>A. Identify the signs and symptoms of major mental disorders: depression, psychosis, anxiety, bi-polar disorder</p> <p>B. Describe classifications of psychotropic drugs, their uses and associated nursing assistant activities.</p> <p>C. Apply legal, ethical, and nursing assistant caring behaviors when administering psychotropic drugs</p> <p>Key Terms Antipsychotic Benzodiazepine Bi-polar disorder Depression Extrapramidal symptoms (EPS) Hallucination Monoamine oxidase inhibitor (MAOI) Sedative Selective serotonin reuptake inhibitor (SSRI)</p>	<p>A. Signs and symptoms of major mental disorders: depression, anxiety, psychosis, bi-polar disorder</p> <p>B. Psychotropic drug classifications: a. Antidepressants: tricyclic, SSRI's b. Anti-anxiety agents, c. sedatives, d. antipsychotics, e. and lithium</p> <p>C. Legal-ethical considerations; caring behaviors in administering psychotropic drugs</p>		

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