

Modality and Generation Matrix

Assignment: Understanding Antibiotics

This week one of our assignments will be to learn about the various types of antibiotics, their mechanisms of actions, indications (what pathogens they treat), the therapeutic effects, adverse effects and the nursing considerations/patient teaching points important to each. Part of the lesson will be asynchronous (do on your own time) allowing for collaboration with partners/study groups or individual work as desired.

Asynchronous Activity: Complete the antibiotics drug table by filling in the missing content:

[Antibiotics drug table](#)

You can download, enable editing and save this to your computer to type in the information. Or you can print it out to create a hardcopy table if you prefer, and also, to hand write the information, if you prefer.

The needed information will be found in the Power Points for this week. You can use either the presentations as read/research/write resources or listen to the audio/visual presentation to start and stop the video as desired.

[C:\Users\smateo\OneDrive - South College\Desktop\Course related docs\completed my PP Pharm\module 1\Antibiotics Drug Classes.pptx](#)

[C:\Users\smateo\OneDrive - South College\Desktop\Course related docs\completed my PP Pharm\module 1\Professor Mateo's pre-recorded PP Lecture Week 1 NSG 1540.mp4](#)

You will need to bring your completed table to class in order to complete the in-class activity.

If you do not bring your completed drug table to class, you will receive a zero for the assignment. This is so that we know everyone is contributing to the results of their team on the in-class activity.

The synchronous in-class activity: This activity will be to use only the information on your drug table to answer the questions of the practice quiz I will provide to you in class. For this activity, you will be paired/grouped into teams of 2-3 and answer the questions together. The team that scores the highest score will be the winner.

The winning team gets to decide: do the members of each team get the score they achieved on the quiz **or** does everyone in the class get the score of the winning team?

The strategy from this lesson that I believe will ensure the whole class stays engaged will be the game/competition aspect of the in-class quiz. Also, I would pair/group students “randomly” by pairing an older generation with a younger generation student to build connection between the generations.