

## Chapter 1: History of Pharmacology

### LO Learning Objectives

- 1.1 **Define** all key terms.
- 1.2 **List** three societies critical to the development and evolution of pharmacology.
- 1.3 **List** four sources of drugs. < NOTE: LO1.3 states there are four sources of drugs; however, Figure 1.4 cites six sources. There are six sources, four of which are natural.
- 1.4 **List** 10 drugs and record their sources.
- 1.5 **Discuss** three examples of alternative medicine.

### Lesson Materials

#### *F.A. Davis Materials*

- Watkins Pharmacology Clear & Simple, 2nd Ed. text
- DavisPlus
- Calculating Drug Dosages CD-ROM

#### *Additional Materials*

- Syllabus
- Student's Guide
- Notebook or digital device
- Additional resources

### Lesson Outline

- **Agenda** (45 minutes)
  - Opener (5 minutes)
    - Review Lesson 2
  - Lecture and class discussion (30 minutes)
  - Lecture review and homework assignment (10 minutes)
- **Opener** (5 minutes)
  - Warm up and review Lesson 2
- **Lecture and class discussion** (30 minutes, text pages 3–12)

- LO 1.1
- Key Terms
    - Acupressure
    - Acupuncture
    - Al-Hawi
    - Alternative medicine
    - Antineoplastic
    - Aromatherapy
    - Bovine

### Resources

Watkins Pharmacology  
Clear & Simple, 2nd Ed.  
text

#### DavisPlus Instructor account:

- PowerPoint Presentations (PPTs)
- Test Bank
- Medication Administration/ Pharmacology Competencies
- Documentation Exercises
- Instructor's Guide (IG)

## Notes

- Curative
- Destructive
- Diagnostic
- Drug/*droog*
- Ebers Papyrus
- Palliative
- Pharmacodynamics
- Pharmacology
- Pharmakon
- Porcine
- Prophylactic
- Replacement drugs
- Synthetic drug
- Therapeutic touch
- LO 1.2 • History of Pharmacology
  - Pharmacology in ancient times and cultures
  - Pharmacological advances through the 19th and 20th centuries [TT.1](#)
    - Figure 1-1: Eskimo medicine man
    - Figure 1-2: Pharmacist making up a prescription
    - Figure 1-3: Mass production of medication
    - Table 1.1 U.S. Casualties in Major Wars
    - Pharmacology in the 21st century
    - Virtual Field Trip
- LO 1.3 • Sources of drugs [TT.2](#)
- LO 1.4 • Figure 1-4: Current sources of medication
  - Plants
    - Critical Thinking exercise
  - Animals
    - Critical Thinking exercise
  - Minerals
  - Toxins
    - Critical Thinking exercise
- LO 1.5 • Synthetic medications [TT.3](#)
  - Critical Thinking exercise
  - Virtual Field Trip
- LO 1.4 • Categorizing Medications
  - Table 1.2 Drug Categories
  - Critical Thinking exercise
- Summary

**Lecture review and homework assignment** (10 minutes) **TT.4**

Any of the following may be used for review and/or homework:

- Review:
  - Critical Thinking exercises
  - Virtual Field Trips
  - IG page 2: Medication Source Research
- Homework:
  - Review Chapter 1
  - Create flashcards either using index cards or a digital device
  - Read Chapter 2

**Chapter Review Activities**

- **Text**
  - Multiple Choice **11**
  - Short Answer Questions **12**
  - Application Exercise **12**

**A Look Ahead: Chapter 2: Basics of Pharmacology**

The science of pharmacology will be covered, including:

- How medication affects the body.
- How medications interact with each other.
- Pharmacokinetics
  - The metabolism and actions of drugs.
  - The Drug Cycle

**Teaching Tips**

**TT.1** You may consider taking a few moments to discuss how different societies approached pharmacology throughout history (although all societies used trial and error.) Try emphasizing how each society helped the field of medicine to advance. Consider discussing alternative medicine since it is included in the chapter.

[Back](#)

**TT.2** Consider having students make a chart identifying the sources of drugs (plants, animals, humans, minerals, toxins, synthetics). As they work through the chapter have them identify which of the categories each drug is found in, ensuring that at least 10 drugs are identified.

[Back](#)**Notes**

**TT.3** Students may enjoy approaching alternative medicine from a personal standpoint. Do they know anyone who has utilized any form of alternative medicine (to include aromatherapy)? Do they feel that alternative medicine effects the body or simply affects mood, which ultimately effects the body?

Back

**TT.4** It may be beneficial to have students write down: (a) the main point of the class discussion and (b) any outstanding questions they still have. As students leave, collect these unsigned papers. You may be interested in using some of these comments and questions to begin the next lecture. This technique encourages students to listen more carefully, to review their notes, and to think about the lecture before running to their next class.

Back

## Notes