



MAKING DREAMS REAL.

Growing up in East Harlem is tough. Harlem RBI gives youth a chance to succeed. Total of twenty-five words fit here nicely.

[OUR MISSION](#) [SPONSOR A TEAM](#)

1 2 3 4 5

WHO WE ARE



[▶ PLAY VIDEO](#)

Harlem RBI provides inner-city youth with opportunities to Play, Learn and Grow. We use the power of teams to Coach, Teach and Inspire youth to recognize their potential and realize their dreams.

[▶ READ HISTORY](#)

GET INVOLVED

Your contribution allows Harlem RBI to maintain its baseball fields, maintain its (13 words).

[▶ DONATE](#)

Volunteers allow Harlem RBI to maintain its baseball fields, maintain its (12 words).

[▶ VOLUNTEER](#)

WHAT'S NEW



Harlem RBI featured on PBS' NewsHour.

[▶ PBS NEWSHOUR VIDEO](#)



FOX 5 News profiles Harlem RBI summer.

[▶ FOX 5 VIDEO PROFILE](#)



Capital campaign starts off with \$1 million gift.

[▶ CAPITAL CAMPAIGN](#)

Since 1991 Harlem RBI has been honored with more than 100 awards.

[▶ AWARDS & ACHIEVEMENTS](#)

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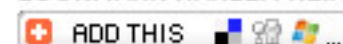
[JOIN US](#) HARLEM RBI 2010 **BIDS FOR KIDS** WED. | MAY 19 [BUY TICKETS](#)

[DONATE](#) **CARLOS COUNTER** CARLOS BELTRAN'S RBIs FOR HARLEM RBI [MATCH DONATION 45 RBIs](#)

FOLLOW HARLEM RBI:



BOOKMARK HARLEM RBI:



HARLEM RBI IS PART OF MLB'S REVIVING BASEBALL IN INNER CITIES (R.B.I.) PROGRAM.



WHO WE ARE

MISSION AND DREAMLIST

HISTORY

BOARD OF DIRECTORS

HOME RUN LEADERSHIP COUNCIL

ALL-STAR COMMITTEE

STAFF

SUPPORTERS

AWARDS AND ACHIEVEMENTS

OUR COMMUNITY

REPORTS AND FINANCIAL



Placeholder text goes here and such as it is.
Harlem RBI gives youth a chance.

HOW YOU CAN HELP:
▶ **BECOME A VOLUNTEER TUTOR**

HISTORY

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OUR PROGRAMS

ROOKIE LEAGUE
REAL KIDS SUMMER
REAL KIDS AFTER-SCHOOL

TEAMBUILDERS


TEAMWORKS
DREAMWORKS
TEEN LIFE CENTER
ENROLL

TEAMBUILDERS



13-14
YEARS
OLD

HIGHLIGHTS
• Short text here
• Short text here

 **ACTIVE CITIZENS**
58% of youth in East Harlem drop out of high-school. TeamBuilders engages youth through academic and service learning activities, ensuring that 99% of all participants who complete our program graduate from highschool.



“Harlem RBI taught me to be active in my community. I want to create a cleaner, safer environment for the children in my neighborhood.”

— Vernice Melendez,
13 years old

HOW YOU CAN HELP:
▶ **BECOME A VOLUNTEER COACH**

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OUR PROGRAMS

- ROOKIE LEAGUE
- REAL KIDS SUMMER
- REAL KIDS AFTER-SCHOOL
- TEAMBUILDERS
- TEAMWORKS
- DREAMWORKS
- TEEN LIFE CENTER
- ENROLL



ROOKIE LEAGUE



6-8
YEARS
OLD



REAL KIDS



9-12
YEARS
OLD



TEAMBUILDERS



13-14
YEARS
OLD



TEAMWORKS



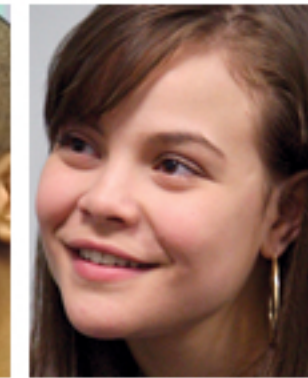
15-16
YEARS
OLD



DREAMWORKS



17-21
YEARS
OLD



TEEN LIFE CENTER



13-21
YEARS
OLD

HARLEM RBI GROWS WITH YOUTH OVER TIME

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SIGN UP FOR HARLEM RBI NEWS

OUR PROGRAMS

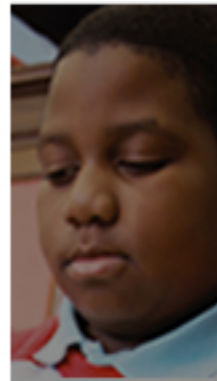
- ROOKIE LEAGUE
- REAL KIDS SUMMER
- REAL KIDS AFTER-SCHOOL
- TEAMBUILDERS
- TEAMWORKS
- DREAMWORKS
- TEEN LIFE CENTER
- ENROLL



ROOKIE LEAGUE



6-8
YEARS
OLD



REAL KIDS



9-12
YEARS
OLD

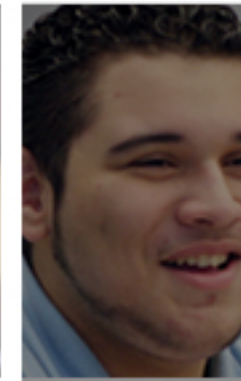


TEAMBUILDERS



13-14
YEARS
OLD

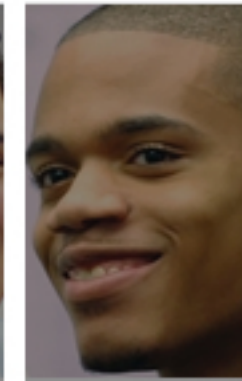
HIGHLIGHTS
• Short text here
• Short text here



TEAMWORKS



15-16
YEAR
OLD



DREAMWORKS



17-20
YEAR
OLD



TEEN LIFE CENTER



13-20
YEAR
OLD

HARLEM RBI GROWS WITH YOUTH OVER TIME

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16TH ANNUAL MEMORIAL GOLF OUTING

MONDAY, SEPTEMBER 24, 2012 • 10AM - 6PM
TRUMP NATIONAL GOLF CLUB, BRIARCLIFF MANOR, NY



- SCHEDULE
- ABOUT
- SPONSORSHIP AND TICKETS
- LEADERSHIP

SCHEDULE OF PLAY AND EVENTS

10:00 AM	Registration Begins, Breakfast Buffet Open
12:00 PM	Shotgun Start
4:30 PM	Hole in One Contest
5:00 PM	Cocktails, Hors d'oeuvres
6:00 PM	Buffet Dinner and Awards; Raffle Winners Announced

ABOUT THE MEMORIAL GOLF OUTING

Not only does the golf outing raise funds for Harlem RBI programs, the event also serves as a tribute to Bob Smith, former Harlem RBI coach, tutor and mentor and Bob McCord, Harlem RBI's first Board Chair, as well as a coach, team sponsor, donor, fundraiser and mentor. Both of these men were living examples of the good work and good will that Harlem RBI aims to cultivate in the community.

SPONSORSHIP AND TICKETS

[Back to top](#)

All-Star Sponsor: \$100,000

- Eight foursomes (32 golfers)
- Tournament title sponsorship
- Naming recognition on all event materials, invitations, hole signage, driving range, putting green
- Co-branding (with Harlem RBI) on all promotional materials, awards, gift items
- Co-branding on all press-releases and media

Franchise Sponsor: \$50,000

- Four foursomes (16 golfers)
- Signage for all 18-holes
- Event sponsor signage

Skybox Sponsor: \$25,000

- Two foursomes (8 golfers)
- Driving range and putting green signage

Home Plate Sponsor: \$6,000

- One foursome (4 golfers)
- One hole sign

Individual Golfer: \$1,500

Hole Signage: \$2,500

Can't attend but wish to donate? [Click here.](#)

LEADERSHIP

[Back to top](#)

Harlem RBI Board of Directors

Kenneth Rosh, <i>Chair</i>	Stuart A. Fraser	Colbert Narcisse	Mark Teixeira
Meghan Bracken	Maria Guadalupe-Sharp	Jeff Samberg	Don Truesdale
Todd Builione	Sarah Haga	Vik Sawhney	Gregg Walker
David Cohen	Michele Joerg	Robert Sheehan	Claudia Zeldin
Peter Daneker	Chris Leonard	David Sobotka	Richard A. Berlin,
Katherine DeFoyd	Gilbert Liu	Jamie B.W. Stecher	<i>Executive Director</i>
Ramon Dominguez	Kirk McKeown		

DREAM Charter School Board of Trustees

Richard A. Berlin, <i>Chair</i>	Brad Mak	Andrés Satizibal	Eric Weingartner
Josh Goldstein	Elizabeth Pawlson	Natashia Veras	Claudia Zeldin
Michele Joerg	Melissa Perez		

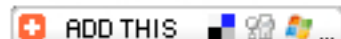
Home Run Leadership Council

Mark Teixeira, <i>Chair</i>	Robert Costas	Jeff Idelson	Sharon Robinson
Bill Bartholomay	Francis X. Farrell	Marc Jaffe,	John Scotti
Michael Buckley	Jim Flanigan	<i>Chair Emeritus</i>	Arleen West
Ken Burns	Daniel M. Healy	Bob Kerrey	
Charlie Butler	Keith Hernandez	Omar Minaya	

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FOR MORE INFORMATION:

Contact the Harlem RBI Development Department by phone at 212.722.7105 or via email events@harlemrbi.org





IT Storage & Optimization

Kazeon is recognized as the industry leader in Unstructured Information Management. The Information Server product line provides the foundation for corporations to search, manage, and secure their digital assets. Through innovative data indexing, classification and search technology, Kazeon has helped hundreds of customers.

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News/Events

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Awards/Recognition/Other

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
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[1-800-641-8100](tel:1-800-641-8100)
sales@kazeon.com

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News/Events

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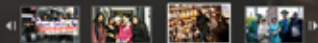
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SAYA! Youth Success Story Title Goes Here

Sparse amount of intro text goes here along with an invitation to read the entire article. [Read more.](#)



About Us

SAYA! is dedicated to creating social change and opportunities for South Asian youth to realize their fullest potential. It is the only organization in the United States dedicated to providing non-sectarian comprehensive youth development services to the South Asian community. [Read full Mission Statement.](#)

Watch Our Video



Read Our Blog

Keep up with SAYA!
Hear from youth, staff, donors and volunteers.

Sign Up for News

The Latest News



SAYA!'s Youth Media Group Attends Tech Fair

[Blog](#) | Posted by Name Here, SAYA! Youth Writer | March 11, 2011

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SAYA!'s Annual Year-end Talent Showcase is June 15. Join Us!

[Special Events](#) | Posted by SAYA! | March 11, 2011

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Calendar

September 2010						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

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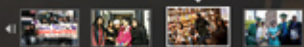
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- Delivery
- Core Programs
- Sites
- Impact & Results
- Enroll

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Programs

Delivery Model & Strategy

Core Programs

Academic Support & Job Training

Leadership & Development

Sports & Wellness

Artistic Expression

Social & Emotional Support

Sites

Impact & Results

Enroll



Academic Support & Job Training

A Degree Makes a Difference. College graduates earn over 1.7 times as much as their counterparts who only finish high school, and 2.3 times as much as those who don't finish high school. Over a lifetime, a degree can mean \$1.1 million in additional earnings and an end to a cycle of generational poverty.

SAT Preparation Courses

SAT scores are a major factor in determining college entrance and scholarship packages. SAYA! offers SAT (Scholastic Aptitude Test) preparation courses in partnership with professional testing companies including Revolution Prep, New York Cares Kaplan and Advantage Testing at our Elmhurst-based center. Classes are offered during the summer, fall and spring semesters. In the 2009-2010 academic year, participants achieved average SAT score improvements of over 200 points.

SHSAT Preparation Courses

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It is the only organization in the United States dedicated to providing non-sectarian comprehensive youth development services to the South Asian community.



Having Our SAY!

SAYA! stood by me. They helped me gain confidence in school and prepare for the SATs. I improved my score and was accepted into a 4-year college.

— Jim, SAYA! Alumnus

▶ Read Youth Testimonials

About Us

[Mission & History](#)[Our Youth & Community](#)[Board of Directors](#)[Young Professionals Action Council](#)[Staff](#)[Supporters](#)[Publications](#)[Financials](#)[Contact Us](#)

Board of Directors

SAYA! is dedicated to creating social change and opportunities for South Asian youth to realize their fullest potential. It is the only organization in the United States dedicated to providing non-sectarian comprehensive youth development services to the South Asian community.

Usha Saxena, Chairperson
Community Member

Ambar Boodhoo, Treasurer
Partner,
Ernst & Young LLP

Beesham Seecharan, Secretary
Vice President Associate General Counsel,
Goldman, Sachs & Co.

Meeta Anand
Associate,
White & Case LLP

Asmita Bhatia
Senior Vice President,
Citi Realty Services, Strategic Planning

Meeta Anand
Associate,
White & Case LLP

Asmita Bhatia
Senior Vice President,
Citi Realty Services, Strategic Planning

Meeta Anand
Associate,
White & Case LLP

Asmita Bhatia
Senior Vice President,
Citi Realty Services, Strategic Planning

STARKWEATHER**BONDY**
architecture LLP



{ *widening the frame* }

No design should focus on any one detail at the expense of a larger vision. Because each project arises in response to particular circumstances, each building has a specific frame of reference. SBA believes that while it is wise to begin with the simplest relationships, the design's frame of reference should steadily broaden to encompass the full physical and social context. Our designs are guided by a consideration of history and character, as well as the relationship of peopled spaces to the outdoor environment.



[▶ View All Projects](#)[▶ View Previous Project](#)[▶ View Next Project](#)

■ **Marin Academy
Field House**
San Rafael, CA
Architecture



Click square to view
additional images



MARIN ACADEMY FIELD HOUSE

The 13,000 square foot athletic facility includes a regulation high school basketball court, practice courts, locker rooms, a trainer's room and seating for 500 during assemblies and 250 during games. The project goal was to showcase and celebrate the athletic talents of Marin Academy's students, while expressing the school's mission statement in built form, space and surface. Recalling the lines of the hills to the North, the up-curving roof also acknowledges the adjacent vault of the old gym. This roofline serves as a figural transition between the small residences to the West and the monumental old gym to the East, while maintaining the cherished views of Mount Tamalpais for the hillside neighbors.

Architect: SMWM

Project Architect: Phred Starkweather

Photography: Timothy Hursley

[Campus Plan](#)

[Library](#)

[Performing Arts Center](#)

[Visual Arts Center](#)

{ services }

Starkweather Bondy believes that in addition to creating skillful building solutions, we have a duty to make work that takes on life in the hearts and minds of our clients. A building that endures in memory and affection is a building of true and lasting value. Its power to bring people together emotionally equals its ability to create a sense of physical identity.

We call this community building – and it requires a level of attention from an architect beyond the mere provision of a professional service. In each of our areas of focus we promote a sense of vision and care, personalized to each client's specific needs.

Architecture

- Pre-Design Assistance and Site Selection
- Capital Campaign Support
- Building Design
- Construction Documents
- Permitting
- Bidding Assistance
- Construction Administration
- Post Construction Assistance

Master Planning

- Needs Assessment
- Programming
- Facilities Evaluation
- Public Process and Entitlements Facilitation

Interior Architecture

- Space Planning
- Interior Design
- Modernization
- FF&E Selection
- Custom Cabinetry and Furniture Design

*A building
that endures in memory
and affection is a building
of true and lasting value.*



- 1 PRE-TEST
- 2 PREOPERATIVE DAY
- 3 SURGERY DAY
- 4 CURRENT PRACTICE CHECKLIST
- 5 ELIMINATING ERRORS GUIDELINES
- 6 EVALUATION OF PRACTICE
- 7 ACTIVITY REFLECTIONS
- 8 POST-TEST

CME REPORTING

MAIN | WRONG SITE / WRONG IOL SURGERY

OVERVIEW OF CME ACTIVITY

The Academy commends physicians who participate in improving their practice through Performance Improvement CME. This new type of CME reflects committing to apply knowledge and competence effectively in real life settings, and improving health care systems and delivery.

This activity uses online videos to simulate medical practices related to cataract surgery. The videos enact practices that have resulted in real errors to provide analysis against actual individual practice. The activity is designed to improve patient safety and healthcare through awareness of clinical guidelines and potential medical errors and a learning environment free of potential liability.

STEPS FOR COMPLETING THIS ACTIVITY

This activity consists of watching online videos of practices that result in errors, assessing the practices, and using clinical guidelines to improve real practices.

Guidelines are provided in separate components:

- Fundamental policies that should be undertaken with all surgical procedures
- Guidelines Pocket Card
- Guideline Checklist

Stage A of this Performance Improvement activity presents video simulations that reflect potential errors and a self-assessment of your current practice.

Stage B requires implementation of AAO guidelines for 20 cataract surgical cases.

Stage C is a guided personal reflection on implementation of guidelines and resulting changes in practice.

START PERFORMANCE IMPROVEMENT

CME CREDIT

Each completed stage of an activity earns 5 CME credits, with an additional 5 CME credits for completing all 3, for a total of 20 CME credits.

PERFORMANCE IMPROVEMENT PRODUCT

- **Target Audience:**
Residents and practicing ophthalmologists
- **Accreditation:**
The American Academy of Ophthalmology is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education to physicians.
- **CME Designation Statement:**
The American Academy of Ophthalmology designates this educational activity for a maximum of 20 AMA PRA Category 1 Credits™. Physicians should only claim credit commensurate with the extent of their participation in the activity.

CME is available to Academy members only.

- **Hardware/Software Requirements:**
Internet access
- **Release Date:**
January 2009
- **Financial Disclosures**

- 1 PRE-TEST
- 2 PREOPERATIVE DAY
- 3 **SURGERY DAY**
 - Identifying Errors Video
 - Identifying Errors Quiz
 - ▶ Quiz Score
 - Best Practices Video
- 4 CURRENT PRACTICE CHECKLIST
- 5 ELIMINATING ERRORS GUIDELINES
- 6 EVALUATION OF PRACTICE
- 7 ACTIVITY REFLECTIONS
- 8 POST-TEST

CME REPORTING

SURGERY DAY | QUIZ SCORE - QUESTION REMEDIATION

QUESTION 3 of 10

◀ Back | Next ▶

A 6-year-old boy complains of photophobia and blurred vision in the right eye. Examination of the right eye reveals a distance visual acuity of 20/20 and a near visual acuity of 20/60. The right pupil is 8 mm and is nonreactive to light or accommodation. Examination of the left eye is normal with a 4 mm, briskly reactive pupil. The patient has no ptosis and normal ocular motility. After insertion of pilocarpine (1%) to each eye, the right pupil remains at 7 mm, and the left pupil constricts to 2 mm.

- A At optical infinity ✕
- B 2 m in front of the lens
- C 1 m in front of the lens
- D 0.5 m in front of the lens

Light from the object, which is 1 m in front of the first lens, has a vergence of -1 D as it enters the lens. Light from the object, which is 1 m in front of the first lens, has a vergence of -1 D as it enters the lens. object, which is 1 m in front of the first lens, has a vergence of -1 D as it enters the lens. object, which is 1 m in front of the first lens, has a vergence of -1 D as it enters the lens.

GO TO QUIZ SCORE

- 1 PRE-TEST
- 2 PREOPERATIVE DAY
- 3 SURGERY DAY
- 4 CURRENT PRACTICE CHECKLIST
- 5 ELIMINATING ERRORS GUIDELINES
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- 7 ACTIVITY REFLECTIONS
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CME REPORTING

CURRENT PRACTICE CHECKLIST

P4. Prior to the administration of narcotics, sedation, or anesthesia, the surgeon asks the patient which eye(s) is/are to be operated on. The surgeon then marks the skin near the operative eye(s) in an appropriate manner. %

P5. Prior to administration of anesthesia injection or sedation, the anesthesia staff verifies the operative eye(s) and procedure with patient. %

OPERATING ROOM GUIDELINES	PERCENTAGE PRACTICED
---------------------------	----------------------

O1. Original or photocopy of office record or surgical plan is available.	<input style="width: 80px;" type="text"/> %
---	---

O2. Surgical plan is easily visible to surgeon when gowned, gloved, and performing surgery.	<input style="width: 80px;" type="text"/> %
---	---

O3. Prior to draping, the surgeon leads the "time-out" by verifying: <ul style="list-style-type: none"> ▪ Patient's name ▪ Patient's birth date ▪ Procedure ▪ Operative eye ▪ Parameters specific to the surgery (e.g. IOL model, IOL power, excimer laser settings, strabismus surgery measurements, etc.) 	<input style="width: 80px;" type="text"/> %
--	---

O4. At the conclusion of surgery, circulating nurse removes written information in preparation for the next case.	<input style="width: 80px;" type="text"/> %
---	---

CASE BASED ASSESSMENT INSTRUCTIONS

A chart review of 20 cataract cases are required to complete this Stage (C) of the activity. You have up to one year to complete your review and submit it on the form below. The form allows you to indicate which pre-operative and operating room guidelines were adhered to in each case. Please observe HIPPA laws by using first names only or some unique identifier that protects patient identity.

You may not submit the form below until all twenty cases have been completed. However, before you submit your review, you may enter and return to edit your information on a case-by-case basis. Keep in mind that after you have submitted this review you will not be able to make any changes to the information.

▶ CASE GUIDELINES CHECKLIST • REVIEW CASE GUIDELINES

CASE 1	PATIENT NAME	<input type="text" value="Joe"/>	▲ Hide case details
PREOPERATIVE GUIDELINES			
<input type="checkbox"/>	P1 Informed consent	<input type="checkbox"/>	P2 Preop eyes/ doctors orders
<input type="checkbox"/>	P3 Surgeon discussion	<input type="checkbox"/>	P4 Surgeon identifies operative eye
<input type="checkbox"/>	P5 Before anesthesia identify op eye		
OPERATING ROOM GUIDELINES			
<input type="checkbox"/>	O1 Office record/ surgical plan available	<input type="checkbox"/>	O2 Surgical plan is visible
<input type="checkbox"/>	O3 Pause for cause	<input type="checkbox"/>	O4 Nurse removes info
			SAVE
CASE 2	PATIENT NAME	<input type="text"/>	▼ Show case details
CASE 3	PATIENT NAME	<input type="text"/>	▼ Show case details
CASE 4	PATIENT NAME	<input type="text"/>	▼ Show case details

- 1 PRE-TEST
- 2 PREOPERATIVE DAY
- 3 SURGERY DAY
- 4 CURRENT PRACTICE CHECKLIST
- 5 ELIMINATING ERRORS GUIDELINES**
 - ▶ Case Guidelines Checklist
- 6 EVALUATION OF PRACTICE
- 7 ACTIVITY REFLECTIONS
- 8 POST-TEST

CME REPORTING

GUIDELINES WRONG SIGHT / WRONG IOL CHECKLIST

- 1 PRE-TEST
- 2 PREOPERATIVE DAY
- 3 SURGERY DAY
- 4 CURRENT PRACTICE CHECKLIST
- 5 ELIMINATING ERRORS GUIDELINES
- 6 EVALUATION OF PRACTICE
- 7 ACTIVITY REFLECTIONS**
- 8 POST-TEST

CME REPORTING

REPORT YOUR CME

You have reached a point where you may claim CME.
This will send your earned CME credits to the AAO CME Central website.

CME PART 1

Now that you have completed Part 1 of the Performance Improvement activity you may claim 5 credits of CME.

[CLAIM CME CREDITS](#)

CME PART 2

Now that you have completed Part 2 of the Performance Improvement activity you may claim 5 credits of CME.

[CLAIM CME CREDITS](#)

CME PART 3

Now that you have completed Part 3 of the Performance Improvement activity you may claim 5 credits of CME.

[CLAIM CME CREDITS](#)

CME PART 4

Now that you have completed Part 4 of the Performance Improvement activity you may claim 5 credits of CME.

[CLAIM CME CREDITS](#)

4. Please describe your plan to continually improve your practice.

BASIC AND CLINICAL SCIENCE COURSE 2008 - 2009

▶ INTRODUCTION

▶ FEATURES & TOUR

▶ **START**



Introduction

Take Tour

Links to Content

Have a small room or corner of the waiting area designated for children. Both the parents and adult patients will be relieved.

Study Questions and CME Reporting

A dedicated long pediatric examination lane with different types of distance fixation targets is optimal. Following the one toy, one look rule, have several small toys readily available (Fig I-1). Light-colored plastic finger puppets become silent accommodative near targets that can also provide a corneal light reflex if placed over a muscle light or penlight.

Search

Some children fear the white coat. You may choose to enter the room without yours. If at all possible, have a small room or corner of the waiting area designated for children. Both the parents and adult patients will be relieved by this separation. A small table and chairs, some books, and some toys are sufficient.

Advanced Search

A dedicated long pediatric examination lane with different types of distance fixation targets is optimal.

My Notebook

Have a small room or corner of the waiting area designated for children. Both the parents and adult patients will be relieved by this separation. A small table and chairs, some books, and some toys are sufficient.

Bookmark

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Notes

A dedicated long pediatric examination lane with different types of distance fixation targets is optimal. Following the one toy, one look rule, have several small toys readily available (Fig I-1). Light-colored plastic finger puppets become silent accommodative near targets that can also provide a corneal light reflex if placed over a muscle light or penlight.

Highlights

Some children fear the white coat. You may choose to enter the room without yours.

Sect1>Chap2 - Hypertension>Treatment of Hypertension>Pharmacologic...



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With **ALL** the words:

With the **EXACT** phrase:

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- ▶ Chap6 - Plumonary Diseases
- ▶ Chap7 - Hematologic Disorders

My Notebook

Study Questions

Resources

Pharmacological Treatment

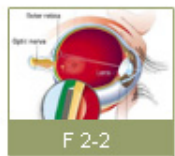
Several classes of drugs effectively lower blood pressure and reduce the complications of hypertension. The most commonly prescribed antihypertensive drugs include diuretics, beta-blockers, angiotensin-converting enzyme (ACE) inhibitors, angiotensin II receptor blockers (ARB), and calcium channel blockers (CCB). **Tables 2-6 and 2-7** list these and other types of oral antihypertensive drugs.

Numerous studies have confirmed the efficacy of diuretics in preventing the cardiovascular complications of hypertension. A thiazide-type diuretic is the preferred choice for initial therapy in most patients with hypertension, used either alone or in combination with other classes of antihypertensive medications. The use of other antihypertensive drugs as initial therapy is indicated in high-risk conditions such as heart failure, post-MI, high coronary disease risk, diabetes mellitus, and chronic kidney disease, and for recurrent stroke prevention (**Table 2-8**). In some cases, when blood pressure is more than 20/10 mm Hg above goal, cautiously initiating treatment with 2 drugs may be appropriate. **Figure 2-2** provides an algorithm for the treatment of hypertension.

T 2-6

T 2-7

T 2-8



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glaucoma

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- ▶ Chap9 - Endocrine Disorders
- ▶ Chap10 - Geriatrics
- ▶ Chap11 - Cancer

My Notebook

Study Questions

Resources

Sect1>Chap2 - Hypertension>Treatment of Hypertension>Pharmacologic...



Pharmacological Treatment

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Sect11: Lens and Cataract

Sect12: Retina and Vitreous

Sect13: Refractive Surgery

My Notebook

Resources



CME Credit Reporting Fill out the CME Credit Reporting form below.

Section Evaluation Form Please review the Objectives at start of the Section.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
This Section meets its stated objectives.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will apply knowlwdge gained from this Section to my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This Section is likely to have a positive impact onthe health outcomes of my patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The CD-ROM format was an effective educational tool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After you reviewed stated objectives for this Section, please let us know of any additional knowledge, skills, or information useful to your practice that we acquired, but were not included in the objectives.

(Optional)

Was this Section free of commercial bias? Yes No

If you selected "No", please comment.

(Optional)

Please tell us what might improve the applicability of this Section to your practice.

(Optional)

Credit Reporting Form

Basic and Clinical Science Course 2007 - 2008 Section 1: Title Here and longer.

Name:

State: