**Nursing Fundamentals N010**

**Student Learning Outcomes and Reading Assignments**

**Lecture: Mondays & Tuesdays 8:00am-10:30am**



|  |  |  |  |
| --- | --- | --- | --- |
| **Week 1** |  |  |  |
| **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Assignment** | **Clinical Days**  **Content** |
| Health Assessment and Physical Examination   1. Describe the conceptual framework of the EVC nursing curriculum. 2. Develop understanding of nurse’s role in Health Assessment. 3. Identify steps and procedures for Physical Examination. 4. Analyze the concepts of physical safety within the health care setting.   Vital Signs   1. Discuss the physiological implications of vital signs. 2. Discuss the appropriate nursing care for alterations in vital signs. 3. Discuss the evaluation of pulse sites. 4. Analyze clinical implications of stress. 5. Discuss the physiological implications of vital signs. 6. Discuss the appropriate nursing care for alterations in vital signs. 7. Discuss the evaluation of pulse sites.   **Content:**  Interpretation of Vital Signs   * Pulse sites * Clinical Implications * O2 Saturations * Pain assessment * EVC Nursing Model * Nursing Policies and Procedures * Overview of the Professional Roles of the Registered Nurse * Health Assessment * Physical Examination * General Concepts of physical safety | N010 Syllabus  EVC Student Nursing Handbook  Potter & Perry  Chapters 29, 30    Lewis  Chapter 3  Touhy & Jett  Chapter 16 | ATI: Skills Modules (Only one post test due for ATI each week -See separate page on Canvas)  View  HIPAA Module Infection control Module  • Hand washing  • Gloves Vital Signs Module -View – all sections Ambulation, Transferring, & Range of Motion --View – all sections Potter & Perry Standard Precautions Table 28- 6( pg. 438) Hand Hygiene (Skill 28.1) Transfer techniques Using Safe & Effective Transfer techniques Moving and Positioning patients in bed Skills  Skills (38.1, 38.2 and 39.1) Fall precautions Skill (27.1) Potter & Perry Assisting with ambulation and use of canes, crutches, and walker (pgs. 796-801)  ATI Software  Dosage Calculation  View: Medication Administration  Select from one of the following  ATI Dosage Calculation  *Ratio and Proportion 2.0*  *Or*  *Dimensional Analysis 2.0*  Or  *Desired over* *have* 2.0 | First three weeks of semester clinical days are on campus. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week 1: Cont’d** |  |  |  |
| **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Assignment** | **Clinical Days**  **Content** |
|  |  | ATI Skills Module View Vital Signs -View – all sections  Potter & Perry  Assessing Temp, Pulse, Respiration, Blood Pressure, Measuring O2 Saturation with pulse oximetry (Skills 29.1, 29.2, 29.3, 29.4 and 29.5) | **Continue on campus schedule.**  Continue practicing vital signs; add in pulse sites, oral care, assisting with meals, aspiration precautions, measuring intake and output, and bed making.  Vital signs must be signed off by your assigned clinical instructor prior to starting clinical. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week 2** | **Reading** | **Assignment** | **Clinical Days** |
| Nursing Process/Documentation   1. Discuss the phases of the nursing process. 2. Apply the nursing process in the development of a nursing care plan. 3. Discuss the skills and attitudes of critical thinking. 4. Illustrate elements of critical thinking. 5. Discuss the relationship between the nursing process and critical thinking. 6. Analyze sociocultural factors utilizing the nursing process. 7. Analyze growth and development factors utilizing the nursing process. 8. Discuss cultural awareness.   Content  Nursing Process/Critical Thinking   * Sociocultural factors * Growth and Development * Application of cultural influences   Clinical Record  Case Study | Potter & Perry  Chapter 15 to 21  Lewis  Chapter 1 | ATI Skills Modules  Adult physical assessment ( All body systems)  • Assisting with feeding View Oral Hygiene  • all (2) oral hygiene modules for information  Perry& Potter  Aspiration Precautions  (Skill 45.1) pg. 1130  Bed making (pp. 887-891) Box 40.15 Performing Mouth Care for an Unconscious or debilitated pt. | **Continue with on campus schedule.**  Continue practicing skills from week one and two. Formal vital sign check-off.  SBAR  **Vital signs must be signed off by your assigned clinical instructor prior to starting clinical.** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week 3** | | |  |  |  |  | | |
| **Week 3**  **Student Learning Outcomes (SLO) Lecture Content** | | | **Reading** |  | **Assignment** | **Clinical Days**  **Content** | | |
| **Adult Health History (Due Week 3)**  Communication   1. Define collaboration of the nurse with selected health care team members. 2. Illustrate the Registered Nurse’s accountability to collaboration. 3. Discuss the appropriate lines of communications as a professional nurse. 4. Chain of command/Define collaboration 5. Identify principles of therapeutic communication. 6. Identify barriers to effective communication. 7. Compare and contrast the phases of the Nurse-Client relationship. 8. Discuss the role that caring plays in building a nurse client relationship. 9. Recognize the significance of interviewing in the data collection process.   Sleep and ADL’s   1. Define Sleep hygiene, cycles and types of sleep 2. Develop understanding of importance of sleep and rest for healing 3. Identify and learn skills related to ADL’s | | | Lewis: Ch. 7  Perry and Potter  Chapters 24, 26, 38, 40, 43 |  | ATI Skills Module  Nutrition, Feeding, & Eating  Personal Hygiene  View all (4) Bathing modules  Perry and Potter  Bathing and Perineal Care  Skill 40.1  Urinary catheter care   * •  Perineal catheter care * •  Applying a condom   catheter  (Skills 40.3)  Math Exam Must be passed with 100% | **Continue on campus schedule.**  Continue practicing vital signs; add in pulse sites, oral care, assisting with meals, aspiration precautions, measuring intake and output, and bed making.  Vital signs must be signed off by your assigned clinical instructor prior to starting clinical. | | |
| **Week 4**  **Student Learning Outcomes (SLO)**  **Exam 1**  Computer Room  8:00am-10:00a  Musculoskeletal System/Hazards of Immobility   1. Describes the sequence of a muscular skeletal assessment. 2. Discuss the changes in physiological and psychological function associated with mobility and immobility. 3. Assess for correct and impaired body alignment. 4. Discuss hazards of immobility. 5. Describe transfer techniques. 6. Discuss the use of crutches and other assistive devices 7. Discuss the safety factors associated with the application of restraints   Content   * Movement * Immobility * Physiological Assessment * Psychosocial Assessment * General Principles of Body Mechanics * Restraints | | **Reading**  **Exam covers content to this point**  Lewis: Chapters 61 to 64  Perry and Potter:  Chapters 27, 29, and 39 | ATI  Ambulation, transferring and Range of Motion  Potter & Perry Applying Restraints (Skill 27.2 pg. 414) | **Clinical Orientation**  **Start clinical rotations**  **Day 1:**  Hospital orientation  Unit orientation  Scavenger Hunt  Clinical Instructor will discuss:   * Expectations for patient care * How to pick a patient * How to prep and begin prep on one patient.   Will need copy of clinical prep  **Day2:**  First day of patient care (will be paired with another classmate) will have prepared your own. prep sheet prior to arriving to second day of clinical.  Follow your hospital/faculty’s instructions. | |
|  |  | |  |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week 5** | **Reading** | **Assignment** | **Clinical Days Content** |
| **Student Learning Outcomes (SLO) Bring Nursing Diagnosis book to class!**  **Lecture Content** |  |  |  |
| Physical Assessment of the Integumentary system of the Adult/geriatric client.   1. Discuss the role of the Integumentary system in a client. 2. Discuss the steps that constitute a nursing assessment of the Integumentary System. 3. Identify nursing interventions to prevent alteration in the Integumentary system. 4. Discuss Infection Control. 5. Review of Body Defenses. 6. Discuss the Chain of Injection. 7. Implementation of Medical Aseptic Technique (MAT). 8. Differentiate types of isolation. 9. Discuss hygiene care of the adult/geriatric client. 10. Define bacterial infections: E. Coli, C-diff, MRSA, VRE & ESBL   Content:  Isolation/Infection control/MAT Bathing/Hygiene  **Wound Management**   1. Differentiate different types of wounds. 2. Understand wound healing processes 3. Learn various dressing and treatments for wounds 4. Define assessment for wounds | Lewis: Chapters 22, 23  Perry and Potter  Chapters 28, 48 | Potter& Perry  Skin Assessment Table 48.3 pg. 1244  Skill 48.1 pg. 1272  Pressure injury staging (pg. 1238)  Dressing changes: simple, complex (packing), surgical vs. non-surgical, wound vac procedure. (Skill 48.2-5) Demonstrate wound assessment. (Skill 48.1)  Transmission based precautions (Table28.6) Demo & Practice of Donning and removal  of PPE (Box 28.13)  (Might have been covered in first 3 week)  Demo and practice Use of restraints (Skill 27.2)  Range of motion (Table 39.2) | **Day 1 & 2**  Full clinical days.  Hospital patient care (1 client per student) including vital signs, interviewing patient, morning care (bed bath, bed change, elimination needs)  Legal documentation of Vital signs.  Prep sheet for assigned client completed prior to arriving at clinical. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Learning Outcomes (SLO) Lecture Content Week 6** | **Reading** | **Assignment** | **Clinical Days**  **Content** |
| **Introduction to Medication Administration**   1. Differentiate between pharmacokinetic drug interactions and pharmacodynamic drug interactions, including ethnoicodynamics and food interactions. 2. Describe the pharmacodynamic interactions additive, synergistic, and antagonistic. 3. Describes the physiological mechanism of medication action including absorption, distribution, metabolism, and excretion of medications. 4. Discuss the student’s responsibilities including documentation during the administration of medications (8 rights) including assessing for adverse reactions and side effects.   Utilizes the nursing process to develop an individualized nursing care plan for a client requiring medication   1. Discuss factors that commonly cause medication errors. Describes the legal responsibilities associated with documentation for routine and PRN medication administration within the scope of “Nurse Practice Acts.” 2. **Identify common medication errors and prevention strategies** 3. **Learn nursing considerations for common medications.** | Perry and Potter  Chapters 14, 31, 32  Adams and Urban  Chapter 1-6 | |  | | --- | | ATI Software Review – Dosage Calculation  ATI – Skills modules  • Medication administration 1,2,& 3  Potter & Perry  Administering Medications  Skills 31.1,31.2, 31.5 Box 31.16, 31.17, 31.18 |   **Utilize Drug Guide and practice looking up common medications.** | **Day 1 & 2**  Care of one client, including care provided during week 6. Student continues to practice head to toe assessment, continues to practice assessment and morning care charting using hospital forms.  *Students that have passed math exam and have been checked off on oral medication may administer medications per clinical instructor (with clinical instructor at the bedside during the complete medication process)*  Under direct supervision, give medications using PO route, eye drops, ear drops, nasal sprays, suppositories, enemas and topicals including patches. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week 7** |  |  |  |
| **Student Learning Outcomes (SLO)** Week 7  SLO’s  Lecture Content | **Reading** | **Assignment** | **Clinical Days** |
| Diabetes Assessment and Management   1. Describe pathophysiology of Diabetes 2. Develop understanding of nursing assessment, planning and evaluation of Patients with Diabetes 3. Learn medication management in relation to diabetes. 4. Understand Blood Glucose monitoring. 5. Demonstrate BG Finger sticks and SQ injections. | Lewis: Chapter 47 and 48 | ATI Modules  Blood Glucose Monitoring  SQ and IM injections.  Demo SQ, ID, IM injections   |  | | --- | | (Skill 31.4-31.5)  1. Demonstrate preparation of insulin(s) for administration.  2. Demonstrate administration of immediate, short, intermediate and long action insulin.  3. Explain onset, peak, and duration of various insulin(s).  4. Demonstrate obtaining a blood glucose specimen.  5. Discuss use of various types of glucose meters. | | Under direct supervision, practice Blood Glucose monitoring and Insulin (SQ) administration. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week 8** |  |  |  |
| **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Assignment** | **Clinical Days**  **Content** |
| **Monday Exam 2**  **Exam 2 Computer Lab 8:00am-10:00am** | Content from weeks 4-7 is included in this exam | Exam 2 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week 8**  **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Assignment** | **Clinical Days**  **Content** |
| **Hypertension SLOs**   1. Develop an understanding of the pathophysiology and pharmacology related to hypertension management for nurses. 2. Learn how to manage hypertension as a chronic condition. 3. Learn how to manage hypertension crisis. | Lewis: Chapter 32 |  | **Day 1 & 2**  Full clinical days.  Hospital patient care (1 client per student) including vital signs, interviewing patient, morning care (bed bath, bed change, elimination needs)  Legal documentation of Vital signs.  Prep sheet for assigned client completed prior to arriving at clinical.  **Health Care Team Member Presentations in Clinical Conference**  **Midterm evaluations**  **Turn in completed midterm Self-Evaluation into clinical instructor at end of second clinical day.** |
| **Week 9**  **Student Learning Outcomes (SLO) Lecture Content**  Nursing Care of the adult/geriatric client with cardiac disorders   1. Describe the function of the cardiac system. 2. Evaluate the cardiac system assessment data. 3. Describe the components and sequence of a cardiac assessment. 4. Apply the nursing process to a client who is experiencing a cardiac disorder. 5. Alterations in cardiac function  * Structure and Function of the Cardiovascular System * Factors Influencing Cardiac Function * Heart Assessment * Inspection and Palpation * Auscultation * Vascular System   Diagnostic Studies of the Cardiovascular System | ReadingPotter & Perry Chapter 30, Lewis Chapter 31, 34 | **Assignment**  **ATI Skills Modules**  *Adult Physical Assessment* – Review   * cardiac assessment   Potter & Perry  Assessing Apical and Radial Pulses in Chap 30 | **Clinical Days Content**  Continue as in previous weeks.  Focus on lab test interpretation. Continue to practice assessments (emphasis on cardiac and respiratory systems), time management, and documentation.  Prep sheet for assigned client completed prior to arriving at clinical. |
|  |  |  |  |
| **Continue Week 9** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Assignment** | **Clinical Days**  **Content** |
| **Tuesday**  Care of the Client with alterations in Oxygenation   1. Distinguish between the structures and functions of the respiratory tract. 2. Describe the indication for oxygen therapy 3. Describe safety precautions associated with the indication for oxygen saturation monitoring 4. Utilize the nursing process to assess, identify nursing diagnosis, plan, implement, and evaluate care for a client experiencing alterations in oxygenation 5. Describe the nursing responsibilities when administering anti-tussive, expectorant, and mucolytic medications   Content   * Respiratory Physiology * Factors affecting oxygenation * Alterations in respiratory function * Environmental exposures * Oxygen Delivery systems * Oxygen toxicity * Medications-antitussives | Lewis – Chapter 25 Potter & Perry Chapter 41 Adams & Urban Chapter 45    Touhy & Jett  Chapter 22 (FYI) | ATI Skills Modules  View all the modules listed under oxygen therapy  • Respiratory Assessment  Potter & Perry  Applying a nasal cannula or oxygen mask Box 41.9 | Continue as in previous weeks.  Focus on lab test interpretation. Continue to practice assessments  Prep sheet for assigned client completed prior to arriving at clinical. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week 10**  **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Assignment** | **Clinical Days**  **Content** |
| **Monday & Tuesday**  Nursing care of the surgical client   1. Describes the nursing /legal responsibilities for a client in preparation for, during, and following surgery and conscious sedation. 2. Differentiate between classifications of surgery. Explain the rationale and legal ramifications of informed consent. 3. Explain the nurse’s role in the operating room. 4. Differentiate between anesthesia and conscious sedation. 5. Utilizes the nursing process to assess, identify major nursing diagnosis, plan, implement, and evaluate care for a preoperative and postoperative client. 6. Discuss common postoperative complications: paralytic ileus, atelectasis, emboli and the rationale for nursing interventions. 7. Explain the difference and similarities in caring for ambulatory surgery versus inpatient surgical patients. 8. Describes the indications for the use of sedatives and hypnotics. 9. Describe non-pharmacological interventions to promote sleep and rest. | Potter & Perry Chapter 50  Lewis Chapters 17, 18, & 19  Adams & Urban Chapters 26  Touhy & Jett Chapter 13  **Content:**  Nursing care of the surgical client   * Pre-op * Post-op * Sleep/rest   + Sedatives   + Hypnotics * Informed consent * Application of the Principles of SAT | ATI Skills Modules  • Surgical Asepsis  Potter & Perry  Demonstrating Post –op. exercises Skills 50.1 Applying SCD’s and Applying Antiembolitic Elastic stockings Box 39.8  Potter & Perry  Preparing a sterile field. Skill 28.2 pg 453  Open Gloving Skill 28.4 pg 460 Apply sterile technique to Inserting straight or indwelling urinary catheter Skill 46.2 | Continue with skills, practicing assessments.  (Emphasis on pre and post op clients)  Prep sheet for assigned client completed prior to arriving at clinical. |
| **Week 11** |  |  |  |
| **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Assignment** | **Clinical Days**  **Content** |
|  |  |  |  |
| **­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­Clinical Record #2 Due**  Monday & Tuesday  Nursing care of the adult and \*geriatric client with body fluid and electrolyte disturbances**:**   1. Describe the distribution, composition, movement and regulation of body fluids. 2. Describe the regulation and movement of major electrolytes: Na and K. 3. Describe common disturbances in fluid and electrolytes. 4. Compare and contrast fluid dehydration and fluid overload. 5. Compare and contrast hypo and hyper K and Na. 6. Identify the variables affecting normal fluid and electrolyte balance. 7. Describe laboratory studies associated with fluid and electrolyte imbalances. 8. Utilizes the nursing process to assess identify, plan and implement, and evaluate care of the adult and geriatric clients with fluid and electrolyte imbalances. 9. Discuss hyper, hypo, and isotonic IV solutions.   Discuss assessments for common complications associated with IV therapy.  Content:  Nursing care of the client with body fluid and electrolyte disturbances.   * Distribution of body fluids * Electrolytes: Na/K   + Hyper   + Hypo   + Medications * Review homeostatic mechanisms regulating fluid volume * Disturbances in fluid volume   + Dehydration   + Fluid overload * Laboratory data   + CBC   + Chemistry   + UA * Discontinuing IV  Week 12 **Exam 3 and Primary IV”s** Day 1: Exam 3 in Computer Room 8-10 amSLO’s for Primary IV’s1. Develop knowledge of Maintenance IV procedures, fluids, and access. 2. Develop awareness of safety issues related to Primary IV.  3. Learn skills associated with Primary IV. Week 13:GI and GU Elimination Management and Assessment Nursing care of the adult and geriatric client with alteration in the GI system**:**   1. Describe the structure and function of the gastrointestinal tract. 2. Describe the component and sequence of a gastrointestinal assessment 3. Compare the assessment findings and nursing interventions of a client who presents with alteration in bowel elimination. 4. Analyze the relationship of alteration in GI assessment with fluid and electrolyte abnormalities. 5. Discuss the rationale for administering laxatives and cathartics. 6. Explain the action, rationale and nursing implication of administering GI medications such as Laxatives and Cathartics. 7. Understand the use of enemas in client with alteration in elimination. 8. Discuss the rationale for placement of a Nasogastric tube. 9. Describes the safety measures and appropriate procedures for the administration of medications via NG, GT & JT tube. 10. Utilizes the nursing process to assess, identify major nursing diagnosis, plan, implement, and evaluate care for a client experiencing alterations GI elimination   Content: Physical assessment🡪 Nursing care of the client with alterations of the Gastric intestinal system   * Review anatomy and physiology * GI terminology * GI assessment   + N/V/D   + Constipation   + Impaction * NG for suction, meds, feeding. * Safety implications for NG, JT, & GT med administration   + Laxatives, Cathartics   Care of the adult and geriatric client with  alteration in the GU system     1. Describes the structures and function of the GU system. 2. Describes the components of a urinalysis. 3. Describes the pathophysiological implications of an abnormal urinalysis. 4. Describe common diagnostic tests for the GU system 5. Describes the components and sequence of a GU assessment. 6. Discuss the rationale for straight and indwelling catheters (males & females).   Utilizes the nursing process to assess, identify major nursing diagnosis, plan, implement, and evaluate care for a client experiencing alterations in urinary elimination.   |  | | --- | |  |  Week 14Nutrition assessment  1. Describes the major nutrients needed to promote healing. 2. Describes factors that influence nutritional intake including health status, cultural beliefs, developmental level, and LOC. 3. Lists the dietary guidelines. 4. Describes the composition and indication for selected hospital diets. 5. Describes how to address and correct common complications associated with tube feedings. 6. Utilizes the nursing process to assess, identify major nursing diagnosis, plan, implement, and evaluate care for a client experiencing alterations in nutrition.   Content:   * Nutrition  Influencing factors * Dietary guidelines * Dietary needs   + Vitamins & mineral supplements   + Hospital diets | Lewis  Chapter 16, pages 270-286 & 292-293  Touhy & Jett  pp. 130-134 Perry and Potter Chapter 42 Lewis: Chapter 16 Perry and Potter:  Chapter 31 Potter & Perry Chapter 46, 47  Adams & Urban Chapter 58 (FYI) Chapter 60, Pages 1024-1030  Lewis: Chapter 38, 44  ATI Pharmacology Made Easy  GI System  Lewis: Chapters 39,40 Potter & Perry Chapter 45  Adams & Urban  Chapter 61 & 62  (Except pages 1068-1069)    ATI Nutrition Book | ATI Skills Modules *Intravenous Therapy*   * Discontinuing a peripheral IV- No post test * IV Medication Administration * IV Access * Iv Solutions (Table 42.11) Potter and Perry * Assessment of the IV site (42.3)  ATI Skills Modules *Intravenous Therapy*   * Discontinuing a peripheral IV- No post test * IV Access * Priming IV Tubing * Use of IV pumps * Calculating IV drip rate * Peripheral saline lock flush   ATI Skills Modules  Urinary catheter care   * •  Inserting an indwelling retention catheter – female * •  Removing of an indwelling retention catheter – female * •  Inserting and removing a straight catheter – male   Potter & Perry  45.1 (Aspiration precautions) 45.3 (G. I. tube feedings) 47.1 (Administering a cleansing enema)  47.2 (Inserting and maintaining a NG tube)  Practice NG tube insertion, feeding through NG,NG,GT tube, Set up feeding pump, medication through NG tube  Insertion of urethral catheters, sterile technique | Continue delivering safe, quality care to your clients.  Continue to practice assessments, time management, and documentation.  (emphasis fluids & electrolytes)   * Lab specimen discussions completed   Continue with skills, practicing assessments.  Assessment emphasis (GI)  Administration of medications with various routes including Primary IV, SQ, IM, PO and alternate routes.  Full Documentation of all care for one patient.  **Clinical Days:** Continue with skills, practicing assessment, medications & documentation (emphasis on GU system) |
|  |  |  |  |
|  |  |  |  |
| **Week 15**  **Pain and Sensory** |  |  |  |
| **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Assignment** | **Clinical Days**  **Content** |
| Pharmacological and Nonpharmacolgicalinterventions for nursing care of the adult and geriatric client in discomfort and pain.   1. Explain how the physiology of pain relates to the selection of interventions for pain relief. 2. Describes guidelines for selecting and individualizing comfort and pain interventions. 3. Describes non-pharmacological measure for pain relief and supportive comfort measures. 4. Describes the implications for opioid analgesics, nonopioids, and NSAIDs use. 5. Utilizes the nursing process to assess, identify major nursing diagnosis, plan, implement, and evaluate care for a client experiencing discomfort or pain. 6. Explain how cultural factors influence the pain experience*.* | Lewis: 20, 21, 8  Potter & Perry: 44, 49  Adams & Urban  Chapter 25  Touhy & Jett  Chapter 18 | Potter & Perry Procedural Guidelines - Massage Box 44-11 | Continue delivering safe, quality care to your clients.  Continue to practice assessments, time management, and documentation.  (emphasis fluids & electrolytes)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Lab specimen discussions completed |
| **Sensory**   * Learn assessment of eyes, ears and common disorders * Develop awareness of assistive devices associated with sight and hearing loss   Gain knowledge of common treatments and medications associated with common eye/ear disorders. | As above |  |  |
|  |  |  |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **Week 16** |  |  |  |
| **Student Learning Outcomes (SLO) Lecture Content** | **Reading** | **Assignment** | **Clinical Days**  **Content** |
| Final Exam Computer Room  8-10am | Cumulative Content  50% Full Course  50% Last 4 weeks. |  | **FINAL EVALUATIONS**  **To be arranged with clinical instructor**  No clinical |