

Covenant School of Nursing
Instructional Module 4 Learning Guide
Topic: Sensory Perception

Learning Goals/Outcomes	
<p>Upon completion of this lesson, you will be able to:</p> <ul style="list-style-type: none"> ▪ Analyze conditions placing patient(s) at risk for sensory perception imbalance. ▪ Describe etiology, pathophysiology, and nursing care for the following sensory health alterations: cataracts, glaucoma, macular degeneration, and conductive hearing loss. ▪ Design and provide nursing care for individuals with sensory perception health alterations. ▪ Provide patient teaching to include mechanism of action, side effects, and adverse reactions with common medications associated with cataracts, glaucoma, macular degeneration and hearing loss. 	
Pre-Class Preparation	
<p>Required Reading/Viewing:</p> <ul style="list-style-type: none"> ▪ Text: Lewis, Bucher, Heitkempker, & Harding (2017) <ul style="list-style-type: none"> ○ Chapters 20 & 21: Concentrate on material regarding visual and hearing nursing care and the following health alterations/concepts: cataracts, glaucoma, macular degeneration, hearing loss, ototoxicity, tinnitus, and vertigo. ▪ Text: Burchum & Rosenthal (2016) <ul style="list-style-type: none"> ○ Chapters 104 - concentrate on sections: drugs for glaucoma, cycloplegics & mydriatics, & drugs for ARMD. ▪ HESI Material: Refer to "HESI across the Module" for Week 5 material. 	
Learning Activities	
<p>Classroom Activities:</p> <ul style="list-style-type: none"> • Print and bring OR be able to access online Sensory Perception PPTs to class. • Participate in instructor led activities that may include (but not limited to): <ul style="list-style-type: none"> ○ Creating concept maps & nursing care plans ○ Class discussion • Participate in assigned group work that may include (but not limited to): <ul style="list-style-type: none"> ○ Case studies ○ Role play <p>Laboratory/Clinical Activities:</p> <ul style="list-style-type: none"> • Providing care for clients with sensory health alterations in the clinical setting as assigned. 	
Evaluation Methods	
<ul style="list-style-type: none"> • Exam 3 • Providing nursing care and associated documentation of patients experiencing sensory health alterations in the clinical setting. 	
<i>Texas DEC's</i>	<i>QSEN Competencies</i>
<p>Knowledge:</p> <p>I. A.4; B. 6a-b. 7b-c.</p> <p>II. A.1.a; 2a,2 b.,3; B.2, 4, 5, 6, 7, 8, 11, 12; C. 3, 4b. 5, 6, 7, 8; D.1-3c, 3b, 4c, 5a; E, 1a, 1b, 2, 4a,4b, 5, 6b, 12, 13; F. 2; G. 2a, 2b, 3a, 3b</p> <p>Clinical Judgments and Behaviors</p> <p>I. A.1, 2, 3a, 3b, B.2.a, 2.b, 3.a, 3.b, 3.c 4.a, 4.b, 5.a, 5.c, 6.a, 6.b, 6.c.</p> <p>II. A, 1, 2.a, 2.b, 3, 4; B, 1, 2, 3.a, 3.b, 4, 5, 6, 7, 8, 9; C.1, 2, 3.a., 4, 5, 6, 7; D.1, 2.a, 2.c, 3.a, 3.b,3.c; E.1, 2.a, 2.b, 2.c, 3.b, 4, 5.a, 6.a, 6.c, 6.d, 9, 10, 11, 12.b; F.1.a, 1.b, 1.c, 2.a, 2.b,5.a, 5.b; G.1,2a, 2b, 3, 4, 5a, 5b, 6, 7; H.6</p> <p>III. A., 2, 3, 4, 5a; B.1,2, 3.a, 3.b, 3.c, 4, 5, 8, 9; C.2.a, 2.b; D.1, 2, 3; E.1, 3; F.1;</p> <p>IV. A.1; B.1.a, 2; C.1.a, 2.b; D.1.b, 3.b, E.1.b, 1.c, 2.b</p>	<ul style="list-style-type: none"> ▪ Patient-Centered Care ▪ Teamwork & Collaboration ▪ Evidence Based Practice ▪ Safety

IM4 Student Learning Outcomes	NCLEX Test Plan
<ol style="list-style-type: none"> 1. Implement a plan of care that integrates adult patient-related data and evidence-based practice. 2. Communicate effectively with members of the healthcare team. 3. Apply evidence-based research in nursing interventions. 4. Incorporate nursing and healthcare standards with dignity and respect when providing nursing care. 5. Recommend resources most relevant in the care of patients with health impairments. 6. Participate in the development of interprofessional plans of care. 7. Evaluate the effectiveness of teaching plans implemented during patient care. 8. Deliver effective nursing care to patients with multiple healthcare deficits. 	<p>Safe/Effective Care Environment:</p> <ul style="list-style-type: none"> ▪ <i>Management of care-Advocacy:</i> Interdisciplinary team ▪ <i>Safety & Infection Control:</i> Accident/Error/Injury Prevention, Home Safety <p>Health Promotion/Maintenance:</p> <ul style="list-style-type: none"> ▪ Aging Process, Health promotion/Disease Prevention, Screening, Self- care <p>Psychosocial Integrity:</p> <ul style="list-style-type: none"> ▪ Sensory/Perception Alteration, Support Systems, Therapeutic Communication/Environment <p>Physiological Integrity:</p> <ul style="list-style-type: none"> ▪ <i>Basic Care & Comfort:</i> Nutrition & Hydration, ▪ <i>Pharmacological Therapies:</i> Adverse/Contraindications/Side Effects, Interactions, Expected Actions & Outcomes, Medication Administration ▪ <i>Reduction of Risk Potential:</i> Changes in vital signs, Diagnostic Tests, Laboratory Values, Potential for Complications from Surgical Procedures & Health Alterations, System Specific Assessments, therapeutic Procedures ▪ <i>Physiological Adaptation:</i> Alteration in Body Systems, Fluid & Electrolyte Imbalances, Hemodynamics, Illness management, Pathophysiology
Concepts	Faculty
Sensory Perception: Macular degeneration, glaucoma, cataracts, conductive hearing loss	Elizabeth Tombs MSN, RN, CNM
Date originated: 11/16/2015	<p>Revision Dates:</p> <ul style="list-style-type: none"> ▪ 2/8/17 J. Friday ▪ 10/10/18 E. Tombs ▪ 10/10/19 E. Tombs