

**Covenant School of Nursing  
Instructional Module 4 Learning Guide  
Topic: Anemia**

**Learning Goals/Outcomes**

Upon completion of this lesson, you will be able to:

- Identify conditions which place a patient at risk for anemia.
- Explain diagnostic testing used to diagnose conditions of anemia.
- Understand the etiology, pathophysiology, and associated nursing care for iron deficiency anemia, folic acid deficiency anemia, and B12 deficiency anemia.
- Discuss nursing measures to promote necessary optimal nutritional balance for a patient diagnosed with iron deficiency, folic acid, and B12 deficiency anemia.
- Discuss drug/supplement therapy designed to treat anemia.
- 

**Pre-Class Preparation**

Required Reading/Viewing:

- Med/Surg Text:
  - o Chapters 29, 30: Concentrate on material regarding overall principles of anemia, diagnostics, and nursing care. Types of anemia covered: Nutritional and/or absorption deficiencies (IDA, folic, B12), hemorrhagic, & anemia secondary to chronic disease.
- Pharmacology Text:
  - o Chapter 55: p.676-682. Limit text material to “anemia” medications.
- HESI Material: Refer to “HESI across the Module” for anemia material.

**Learning Activities**

Classroom & Online Activities:

- Participate in instructor led activities that may include (but not limited to):
  - o Creation of concept maps & nursing care plans
  - o Class discussion of case studies
  - o Complete sensory/anemia quiz loaded into ExamSoft by Friday at 5pm end of week 6.
- Participate in assigned group discussion board work on the following case studies:
  - o Iron deficiency
  - o Folate deficiency
  - o B12 deficiency
  - o Pernicious anemia
  - o Hemorrhagic anemia
  - o Anemia secondary to chronic disease

Laboratory/Clinical Activities:

- Monitor patients in the clinical setting for anemia—if present, teach the patient regarding signs/symptoms, drug/supplement therapy, and nutritional therapy.

**Evaluation Methods**

- Exam 3
- Identifying and designing/providing care of anemic patients in the clinical setting.

<b>Texas DECs</b>	<b>QSEN Competencies</b>
<p>Knowledge:</p> <p>I. Member of the Profession: A.1a-c, A.2-4; B.1.a,b,e; B.2.a,b; B.3; B.4; B.6.a; B.7.c; B.8; D.2,3.</p> <p>II. Provider of Patient-Centered Care: A.1- 4; B.1- 7, 9, 11; B.10 - 12; C.1 - 8; D.1-5; E.1-6; E.9-13; F.1-2; G.1-3.</p> <p>III. Patient Safety Advocate: A.1-5; B.1.-3; C.1- 2; D.1.a-c; F.1-2.</p> <p>IV. Member of the Health Care Team: A.1-2; A.4.b; A.5.a,b; C.1; C.3- 8; D.1-4; F.1- 4; G.1- 4</p> <p>Clinical Judgments and Behaviors:</p> <p>I. Member of the Profession: A.1, 2, 3a,b; B.2.a,b; B.3a-c; 4.c; B.5.a-c; B.6.a,c; B.8; B.9; C.2; C.5; D.1.</p> <p>II. Provider of Patient-Centered Care: A1-4; B.1-8; C.1-7; D.1-4; E.1-13; F.1-6; G.1- 7.</p> <p>III. Patient Safety Advocate: A.3-4; B.1- 9; C.1-3; D.1-3.; F. 2-3.</p> <p>IV. Member of the Health Care Team: A.1-3; C.1-2.a,b; 3-4; D.1-2; E.1-4, 6-7; F.1-3; G.1-4</p>	<ul style="list-style-type: none"> <li>▪ Patient-Centered Care</li> <li>▪ Teamwork &amp; Collaboration</li> <li>▪ Evidence Based Practice</li> <li>▪ Safety</li> </ul>
<b>Graduate Competencies / Student Learning Outcomes</b>	<b>NCLEX Test Plan</b>
<ol style="list-style-type: none"> <li>1. Implement a plan of care that integrates adult patient-related data and evidence-based practice.</li> <li>2. Communicate effectively with members of the healthcare team.</li> <li>3. Apply evidence based research in nursing interventions.</li> <li>4. Incorporate nursing and healthcare standards with dignity and respect when providing nursing care.</li> <li>5. Recommend resources most relevant in the care of patients with health impairments.</li> <li>6. Participate in the development of interprofessional plans of care.</li> <li>7. Evaluate the effectiveness of teaching plans implemented during patient care.</li> <li>8. Deliver effective nursing care to patients with multiple healthcare deficits.</li> </ol>	<p><b>Safe/Effective Care Environment:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Management of care-Advocacy:</i> Interdisciplinary team,</li> <li>▪ <i>Safety &amp; Infection Control:</i> Accident/Error/Injury Prevention, Home Safety</li> </ul> <p><b>Health Promotion/Maintenance:</b></p> <ul style="list-style-type: none"> <li>▪ Aging Process, Health promotion/Disease Prevention, Self-care, Techniques in Physical Assessment</li> </ul> <p><b>Psychosocial Integrity:</b></p> <ul style="list-style-type: none"> <li>▪ Sensory/Perception Alteration, Therapeutic Communication, Therapeutic Environment</li> </ul> <p><b>Physiological Integrity:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Basic Care &amp; Comfort:</i> Mobility/Immobility, Nutrition &amp; Hydration, Personal Hygiene</li> <li>▪ <i>Pharmacological Therapies:</i> Adverse/Contraindications/Side Effects, Interactions, Expected Actions &amp; Outcomes, Medication Administration</li> <li>▪ <i>Reduction of Risk Potential:</i> Changes in vital signs, Diagnostic Tests, Laboratory Values</li> <li>▪ <i>Physiological Adaptation:</i> Alteration in Body Systems, Illness management, Pathophysiology</li> </ul>
<b>Concepts</b>	<b>Faculty</b>
Anemias: iron deficiency, folate deficiency, B12 deficiency & pernicious anemia.	Elizabeth Tombs MSN, RN, CNM
<b>Date originated:</b> 02/24/2016	<b>Revision Dates:</b> 4/01/18; 10/18; 10/19; 10/20