



Western Technical College

## 10543101 Nursing Fundamentals

### Course Outcome Summary

#### Course Information

<b>Description</b>	This course focuses on basic nursing concepts to provide evidenced-based care to diverse patient populations across the lifespan. Current and historical issues impacting nursing will be explored within the scope of nursing practice. The nursing process will be introduced as a framework for organizing the care of patients with alterations in cognition, elimination, comfort, grief / loss, mobility, integument, and fluid / electrolyte balance.
<b>Career Cluster</b>	Health Science
<b>Instructional Level</b>	Associate Degree Courses
<b>Total Credits</b>	2
<b>Total Hours</b>	36

#### Textbooks

*Fundamentals of Nursing – with Access*. 11th Edition. Copyright 2023. Potter, Patricia A., Anne Griffin Perry, Patricia Stockert, and Amy Hall. Publisher: Elsevier Science. **ISBN-13:** 978-0-323-81034-0. Required. (This book is part of a Western bundle package.)

*Medical-Surgical Nursing: Concepts for Clinical Judgment and Collaborative Care Volume 1 & 2*. 11th Edition. Copyright 2024. Ignatavicius, Donna D, M. Linda Workman, and Cherie Rebar. Publisher: Elsevier Science. **ISBN-13:** 978-0-323-87827-2. Required. (This book is part of a Western bundle package.)

*Nursing Diagnosis Handbook – With Access*. 13th Edition. Copyright 2023. Ackley, Betty J, Gail B. Ladwig, Mary Beth Flynn Makic, Marina Martinez-Kratz, and Melody Zanotti. Publisher: Elsevier Science. **ISBN-13:** 978-0-323-77683-7. Required. (This book is part of a Western bundle package.)

*HESI Package (Dosage Calculation Online, Practice and Proctored Assessment Unlimited, HESI Case*

## Success Abilities

1. Cultivate Passion: Expand a Growth-Mindset
2. Live Responsibly: Foster Accountability
3. Refine Professionalism: Act Ethically
4. Refine Professionalism: Improve Critical Thinking
5. Refine Professionalism: Practice Effective Communication

## Program Outcomes

1. Integrate professional nursing identity reflecting integrity, responsibility, and nursing
2. Communicate comprehensive information using multiple sources in nursing practice
3. Integrate theoretical knowledge to support decision making
4. Integrate the nursing process into patient care across diverse populations
5. Function as a healthcare team member to provide safe and effective care

## Course Competencies

### 1. Differentiate scopes of practice within the nursing profession

#### Assessment Strategies

- 1.1. in an oral, written or performance assessment
- 1.2. Written Objective Test
- 1.3. Case Study

#### Criteria

*Your performance will be successful when you:*

- 1.1. distinguish among the different levels of nursing education
- 1.2. specify the ethical and legal boundaries of the student nurse as presented in the Code of Ethics and the Nurse Practice Act
- 1.3. detail responsibility for maintaining patient confidentiality
- 1.4. compare various settings in which nurses work
- 1.5. detail the role of nursing organizations
- 1.6. describe the contribution of all members of the healthcare team
- 1.7. outline the standards of regulatory and reimbursement agencies
- 1.8. examine the role of evidence-based practice in nursing
- 1.9. examine the concept of quality in patient care

#### Learning Objectives

- 1.a. Examine the Nurse Practice Act
- 1.b. Examine the Nurse Practice Act as it relates to the roles and responsibilities.
- 1.c. Examine political and legislative issues related to nursing
- 1.d. Identify the different settings where registered nurses are employed.
- 1.e. Identify cost containment measures
- 1.f. Explain how the professional code of ethics is utilized to facilitate ethical decision making in quality client care.
- 1.g. Identify levels and types of nursing education programs.
- 1.h. Describe the different settings where nurses work
- 1.i. Adhere to a professional code of ethics
- 1.j. Explain the function and relationship to nursing practice of the American Nurses Association (ANA) and

- the National League of Nursing (NLN).
- 1.k. Identify the roles and responsibilities of each member of the health care team
- 1.l. Describe potential liability in nursing practice.
- 1.m. Examine the nurse's legal responsibility in obtaining informed consent.
- 1.n. Identify levels of nursing education
- 1.o. Compare and contrast the role of a nurse in various health care settings (international)
- 1.p. Describe the relationship between evidenced based research and nursing practice.

## 2. Maintain a safe, effective care environment for clients of all ages

### Assessment Strategies

- 2.1. in an oral, written or performance assessment

### Criteria

*Your performance will be successful when you:*

- 2.1. indicate correct identification of patient prior to performing any patient care measures
- 2.2. identify safety considerations for adults of all ages
- 2.3. include of industry standards and regulations regarding microbiological, physical, and environmental safety
- 2.4. apply decision making related to measures to minimize use of restraints
- 2.5. identify evidence-based practices

### Learning Objectives

- 2.a. Describe safe methods for the correct identification of clients.
- 2.b. Identify safety hazards and tools for assessing client safety.
- 2.c. Summarize age-related potential hazards and preventive measures for client safety.
- 2.d. Identify nursing interventions and practices to prevent specific hazards: fires, falls, seizures, noise, and electrical.
- 2.e. Explain the OSHA guidelines for : Bloodborne Pathogens, needlestick/sharps injuries, ergonomics, slips/trips/falls, and latex allergy.
- 2.f. Identify evidence-based practice guidelines related to the utilization of restraints in client care.
- 2.g. Describe the decision making process in relationship to the nursing management and legal implications associated with the utilization of restraints.
- 2.h. Explain alternatives to the utilization of restraints.

## 3. Use appropriate communication techniques

### Assessment Strategies

- 3.1. in an oral, written or performance assessment

### Criteria

*Your performance will be successful when you:*

- 3.1. analyze how your own personal factors influence your ability to communicate effectively
- 3.2. use therapeutic communication techniques
- 3.3. apply principles of distance and space
- 3.4. demonstrate assertive and professional communication
- 3.5. use the steps of the interview process
- 3.6. adapt your communication to the level of the patient or the audience
- 3.7. verbalize strategies for maintaining confidentiality
- 3.8. use technology to access current and reliable information
- 3.9. use correct medical terminology and abbreviations
- 3.10. report significant patient information orally and in writing
- 3.11. document according to legal guidelines
- 3.12. use correct grammar and spelling

### Learning Objectives

- 3.a. Evaluate your own communication style
- 3.b. Describe verbal and non-verbal communication and how they influence the communication process.
- 3.c. Explore the use of communication technology in healthcare
- 3.d. Explore the use of communication technology in healthcare related to various electronic health records.
- 3.e. Describe the documentation of client care with narrative and electronic formats utilizing the correct application of grammar, accepted abbreviations, medical terminology, subjective and objective client

- information according to legal and ethical guidelines.
- 3.f. Document patient care
- 3.g. Adhere to a professional code of ethics
- 3.h. Differentiate between assertive and non-assertive communication as it applies to professional relationships and client care.
- 3.i. Describe assertive communication strategies
- 3.j. Identify the difference between therapeutic and non-therapeutic communication techniques.
- 3.k. Describe how personal factors can influence the therapeutic communication process for the professional and the client.
- 3.l. Identify therapeutic techniques
- 3.m. Explain the different phases of the helping relationship.
- 3.n. Identify the essential guidelines for reporting client data through change of shift reports, telephone reports, and telephone orders.
- 3.o. Identify adaptation strategies for the specific needs of the client or audience.

#### **4. Use the nursing process**

##### **Assessment Strategies**

- 4.1. in an oral, written or performance assessment

##### **Criteria**

*Your performance will be successful when you:*

- 4.1. follow the steps in the nursing process in the correct order
- 4.2. outline the data resources needed to complete a patient data base
- 4.3. identify nursing diagnoses from an designated source
- 4.4. include suggestions for the development of a care plan
- 4.5. reflect priorities of patient care.
- 4.6. contribute to the evaluation of patient outcomes
- 4.7. document of each phase of the nursing process
- 4.8. differentiate between the role of the PN and RN in the nursing process

##### **Learning Objectives**

- 4.a. Explain the steps of the Nursing Process in the correct order.
- 4.b. Identify the reliable resources used to complete a client data base.
- 4.c. Describe the diagnostic process for choosing the applicable nursing diagnosis specific to the client.
- 4.d. Describe the characteristics of a three-part nursing diagnosis using the NANDA Classification List.
- 4.e. Identify the factors that are considered when prioritizing client care needs.
- 4.f. Explain the process of goal setting and outcome identification.
- 4.g. Explain the process of selecting and writing nursing interventions specific to the needs of the client.
- 4.h. Describe the activities involved in the implementation phase of the nursing process.
- 4.i. Describe the relationship between client outcomes and evaluation.

#### **5. Adapt nursing practice to meet the needs of diverse patients in a variety of settings**

##### **Assessment Strategies**

- 5.1. in an oral, written or performance assessment

##### **Criteria**

*Your performance will be successful when you:*

- 5.1. consider all aspects of diversity including age, gender, culture, socioeconomic status, disability and sexual orientation
- 5.2. demonstrate principles of holism by assessing the impact of development, emotional, cultural, religious, and spiritual influences on the patient's health status
- 5.3. protect patient dignity
- 5.4. demonstrate principles of holism by incorporating emotional, cultural, religious and spiritual influences on patient health
- 5.5. demonstrate principles of patient-centered care (i.e. patient values, customs, culture, and/or habits)
- 5.6. detail specific adaptations in patient care to accommodate the needs of diverse populations
- 5.7. adaptations are reasonable, legal, and ethical
- 5.8. adhere to the Patient Bill of Rights
- 5.9. identify strategies to advocate for patients

- 5.10. identify evidence-based practices

### **Learning Objectives**

- 5.a. Integrate concepts of culturally sensitive care to promote health across the lifespan
- 5.b. Define the concepts of culturally sensitive care to promote health across the lifespan.
- 5.c. Explain how to collaborate with peers of diverse cultures
- 5.d. Collaborate with peers of diverse cultures
- 5.e. Describe how to modify nursing interventions to reflect diversity in all races and culture.
- 5.f. Modify nursing interventions to reflect sexual diversity (African Americans, Hispanics, etc.)
- 5.g. Explain how to recognize your own biases
- 5.h. Recognize your own biases
- 5.i. Explain how to provide for spiritual support of clients.
- 5.j. Assess cultural and spiritual beliefs and practices
- 5.k. Provide for spiritual support of clients
- 5.l. Describe the aspects of diversity that include age, gender, culture, socioeconomic status, disability, and sexual orientation.
- 5.m. Describe the holistic perspective related to client-centered care.
- 5.n. Identify how development, emotional, cultural, and spiritual influences impact client health.
- 5.o. Describe how health beliefs and practices, family patterns, spirituality, communication style, space orientation, time orientation, and nutritional patterns vary according to the client's culture.
- 5.p. Describe nursing interventions to provide culturally competent care which will support the dignity of each client.
- 5.q. Explain the advocacy role of the nurse when making adaptations in client's environment and nursing care to incorporate cultural preferences, ethical, and legal boundaries.
- 5.r. Identify how evidenced-based practice coordinates with the client care of a diverse client population.

## **6. Provide nursing care for patients with sleep/rest/mobility alterations**

### **Assessment Strategies**

- 6.1. in an oral, written or performance assessment

### **Criteria**

*Your performance will be successful when you:*

- 6.1. assess factors that put patients at risk for problems with mobility and sleep
- 6.2. identify factors related to sleep/rest/mobility across the lifespan.
- 6.3. recognize characteristics of sleep deprivation
- 6.4. consider the use of non-pharmacological measures to promote sleep and rest
- 6.5. assess the effects of immobility on body systems
- 6.6. detail the nursing measures to prevent complications of immobility
- 6.7. promote the use of effective techniques of body mechanics among caregivers, patients, and significant others
- 6.8. identify evidence-based practices

### **Learning Objectives**

- 6.a. Identify the benefits of exercise on body systems on patients across the lifespan.
- 6.b. Describe the physiology of sleep.
- 6.c. List the factors that affect sleep, rest, and mobility across the lifespan.
- 6.d. Describe sleep deprivation and the consequences for the patient.
- 6.e. Identify nursing interventions to promote sleep, rest, and mobility which are supported by evidenced based practice.
- 6.f. Identify pharmacological and non-pharmacological nursing care measures to promote sleep and rest.
- 6.g. Describe the effects of immobility on each body system.
- 6.h. Explain the components of assessment for patient mobility, rest, and sleep.
- 6.i. Describe nursing interventions to reduce the effects of immobility on each body system.
- 6.j. Identify the principles of body mechanics for the caregiver, patient, and all other individuals involved in the patient care.

## **7. Provide nursing care for patients with comfort alterations**

### **Assessment Strategies**

- 7.1. in an oral, written or performance assessment

### **Criteria**

*Your performance will be successful when you:*

- 7.1. assess patients for subjective and objective manifestations of alterations in comfort
- 7.2. identify factors related to comfort across the lifespan.
- 7.3. adhere to standards of care for the patient experiencing pain
- 7.4. identify non-pharmacologic measures to minimize pain and discomfort (nausea, pruritis)
- 7.5. outline the plan for monitoring the patient response to the interventions for pain and discomfort
- 7.6. identify evidence-based practices

#### **Learning Objectives**

- 7.a. Describe the pathophysiology of pain.
- 7.b. List factors affecting the pain experience.
- 7.c. Identify objective and subjective manifestations of altered comfort for clients across the lifespan.
- 7.d. List the components of a pain assessment including adaptations across the lifespan.
- 7.e. Identify pharmacologic and non-pharmacologic interventions for pain management.
- 7.f. Describe the evaluation process in managing the client's response to pain management.
- 7.g. Describe the standards of care for a client experiencing pain.
- 7.h. Identify the connection of evidenced based practice to pain management.

### **8. Provide nursing care for patients with nutritional, fluid, and electrolytes disturbances**

#### **Assessment Strategies**

- 8.1. in an oral, written or performance assessment

#### **Criteria**

*Your performance will be successful when you:*

- 8.1. describe variables that influence nutrition, fluid and electrolyte balance
- 8.2. identify factors related to nutrition, and fluid/electrolyte balance across the lifespan.
- 8.3. assess a patient's nutritional and fluid/electrolyte status
- 8.4. outline specific nursing interventions to promote nutrition and fluid and electrolyte balance
- 8.5. base your decisions on the signs and symptoms of fluid volume excess and fluid volume deficit
- 8.6. base your decisions on the action of nutrients, signs of excess and deficiency, and specific foods associated with each nutrient.
- 8.7. base your decisions on the interpretation of diagnostic tests and lab values indicative of a disturbance in nutrition and fluid and electrolyte balance
- 8.8. give examples of appropriate vitamin use across the lifespan
- 8.9. identify evidence-based practices

#### **Learning Objectives**

- 8.a. Describe essential nutrients; signs of excess and deficiency include the dietary sources of each essential nutrient.
- 8.b. Identify the variables that affect client nutrition and fluid and electrolyte status across the lifespan.
- 8.c. Explain the methods of assessment for nutrition and fluid and electrolyte status.
- 8.d. Explain the guidelines to evaluate a diet such as the food pyramid, Dietary Guidelines for Americans, and Recommended Dietary Intake (RDI's).
- 8.e. Explain the distribution, composition, and movement of body fluids and electrolytes in the body.
- 8.f. Describe the functions of sodium potassium, calcium, and magnesium and their relationship to fluid and electrolyte balance.
- 8.g. Describe the clinical manifestations of fluid volume deficit and fluid volume excess.
- 8.h. Describe risk factors, laboratory findings, and nursing interventions associated with electrolyte imbalances.
- 8.i. Describe nursing interventions to promote optimal nutrition (including dietary modifications) and fluid and electrolyte balance across the lifespan.
- 8.j. Identify evidenced-based practices in the management of a client with altered nutrition and fluid balance.

### **9. Provide nursing care for patients with commonly occurring alterations in elimination patterns**

#### **Assessment Strategies**

- 9.1. in an oral, written or performance assessment

#### **Criteria**

*Your performance will be successful when you:*

- 9.1. assess factors that put a patient at risk for alterations in urinary and bowel elimination
- 9.2. identify factors related to alterations in elimination across the lifespan.
- 9.3. outline the data that must be collected for identification of alterations in bowel/urine elimination
- 9.4. base your decisions on the interpretation of basic diagnostic tests of urinary and bowel elimination: urinalysis and occult blood
- 9.5. detail the non-pharmacologic measures to promote urinary and bowel elimination
- 9.6. identify evidence-based practices

#### **Learning Objectives**

- 9.a. Describe the actions/uses/SE of medications related to urinary and bowel elimination.
- 9.b. Explain how to prepare client for diagnostic procedures related to urinary and bowel conditions (KUB, IVP, VCUG).
- 9.c. Describe ways to promote healthy urinary and bowel elimination patterns.
- 9.d. Differentiate normal and abnormal urinary and bowel elimination patterns across the lifespan.
- 9.e. Describe the preparation of a client for diagnostic procedures related to bowel conditions
- 9.f. Describe lab results associated with the assessment of the urinary and bowel elimination systems.
- 9.g. Describe the actions/uses/SE of med related to bowel elimination
- 9.h. Describe risk factors for alterations in elimination across the lifespan.
- 9.i. Identify non-pharmacologic nursing interventions to promote healthy urine and bowel elimination for the client.
- 9.j. Promote healthy bowel elimination patterns
- 9.k. Describe the connection between evidenced-based practice and nursing care of the client with altered elimination patterns.
- 9.l. Interpret lab results related to bowel elimination
- 9.m. Identify normal and abnormal bowel elimination patterns
- 9.n. Describe nursing care for the clients with chronic/acute pain

### **10. Provide nursing care for patients with integumentary disorders**

#### **Assessment Strategies**

- 10.1. in an oral, written or performance assessment

#### **Criteria**

*Your performance will be successful when you:*

- 10.1. identify the patients at risk for impaired skin integrity
- 10.2. identify factors related to alterations in integumentary system across the lifespan.
- 10.3. assess a patient's skin integrity
- 10.4. note normal from abnormal findings
- 10.5. assess the characteristics of the wound
- 10.6. apply correct terminology in the description of wounds
- 10.7. adapt care based on integumentary assessment data gathered
- 10.8. identify evidence-based practices

#### **Learning Objectives**

- 10.a. Differentiate between wound healing by primary versus secondary intention.
- 10.b. Identify risk factors which contribute to impaired skin integrity across the lifespan.
- 10.c. Describe the system for staging pressure ulcers.
- 10.d. Explain the phases of the inflammatory response.
- 10.e. Identify the correct terminology when describing the assessment findings of the client's wound.
- 10.f. Describe the different types of wound drainage.
- 10.g. Describe wound healing; complications and factors affecting the process.
- 10.h. Explain how the components of the Braden Scale contribute to the determination of risk for individual clients.
- 10.i. Describe nursing interventions and adaptations that will prevent skin breakdown and support wound healing consistent with evidenced based practices.
- 10.j. Describe the purpose, physiological response, and methods of applying heat and cold to clients.
- 10.k. Identify the nursing interventions and responsibilities when managing the application of heat and cold.

### **11. Provide nursing care for patients with infection**

### **Assessment Strategies**

- 11.1. in an oral, written or performance assessment

### **Criteria**

*Your performance will be successful when you:*

- 11.1. outline the factors that put patients at risk for infection
- 11.2. identify factors related to infection across the lifespan
- 11.3. outline the dress code and personal practices that reduce the risk of infection transmission
- 11.4. base your decision on the signs and symptoms of infection
- 11.5. base your response on an interpretation of the diagnostic tests related to patient's infectious process
- 11.6. detail the nursing interventions to support or minimize the physical and psychological effects of the infectious process
- 11.7. demonstrate the ability to correlate nursing interventions to methods used to prevent or disrupt the chain of infection
- 11.8. follow industry standards for isolation procedures
- 11.9. identify evidence-based practices

### **Learning Objectives**

- 11.a. Identify principles and techniques of infection control
- 11.b. Explain the chain of infection and the relationship to the principles and techniques of infection control.
- 11.c. Outline the dress code and personal practices that reduce the risk of infection transmission
- 11.d. Explain the dress code and personal protective practices for the health care provider that reduce the risk of infection transmission.
- 11.e. Identify the risks for acquiring an infection across the lifespan.
- 11.f. Describe the 4 stages of the infectious process.
- 11.g. Identify and explain the nursing assessments and laboratory results associated with an infectious process.
- 11.h. Describe the detailed nursing interventions to support or minimize the physical and psychological effects of the infectious process.
- 11.i. Describe the isolation precautions outlined by the Centers for Disease Control.
- 11.j. List the pharmacological approaches to treat and/or prevent infections.
- 11.k. Identify nursing interventions for the client with an active infection.
- 11.l. Identify the relationship of evidenced based recommendations and infection control.

## **12. Provide nursing care for patients with cognitive and sensory impairments**

### **Assessment Strategies**

- 12.1. in an oral, written or performance assessment

### **Criteria**

*Your performance will be successful when you:*

- 12.1. collect data to identify patients experiencing alterations in cognition or sensory perception
- 12.2. identify factors related to cognitive and sensory impairments across the lifespan.
- 12.3. demonstrate respect for the dignity of the patient with cognitive or sensory impairment
- 12.4. detail support for family/significant others caring for patients with cognitive or sensory impairment
- 12.5. include community resources available for patients and families with a cognitive or sensory impairment
- 12.6. include adaptations to the environment to maintain safety for the patient with impaired cognition or sensory impairment
- 12.7. incorporate nursing strategies to maximize cognitive functioning and sensory perception
- 12.8. outline nursing interventions for specific cognitive and sensory disorders
- 12.9. identify evidence-based practices

### **Learning Objectives**

- 12.a. Describe the characteristics of dementia, depression, and delirium.
- 12.b. Identify factors affecting cognitive and sensory function across the lifespan.
- 12.c. Describe delirium
- 12.d. Identify other behavioral disturbances (bi-polar)
- 12.e. Explain sensory deprivation and sensory overload.
- 12.f. Explain adaptations in the clinical environment which would maintain safety for clients with altered sensory and cognitive function.



- 12.g. Identify the clients at risk for sensory deprivation, sensory overload, or sensory loss.
- 12.h. Explain different ways to enhance communication for clients with cognitive and sensory impairments.
- 12.i. Identify resources in the community that would promote safety and support networks for clients and families dealing with impaired mental status and sensory losses.
- 12.j. Explain simple strategies used in Long Term Care Agencies that promote client dignity and assist in maintaining independence with the decline of cognitive function.
- 12.k. Identify effective Nursing Interventions for the progressively declining dementia client and sensory complications.
- 12.l. Describe ways to alter the caregivers/families communication strategies with changing moods and behaviors related to cognitive decline and client's mental status.
- 12.m. Explain different strategies to maintain and maximize cognitive and sensory function.
- 12.n. Identify the connection between evidence-based research and nursing care for the client with altered sensory and cognitive impairments.

### **13. Provide nursing care for patients and families experiencing grief and loss**

#### **Assessment Strategies**

- 13.1. in an oral, written or performance assessment

#### **Criteria**

*Your performance will be successful when you:*

- 13.1. demonstrate respect for the cultural and spiritual beliefs of the patient/significant other experiencing grief and loss
- 13.2. demonstrate the anticipated responses to grief across the lifespan
- 13.3. include personal and community resources available
- 13.4. advocate for the ethical/legal concerns of the patient/family making end of life decisions
- 13.5. employ nursing measures to support palliative care during the dying process
- 13.6. outline the nursing responsibilities associated with postmortem care
- 13.7. identify evidence-based practices

#### **Learning Objectives**

- 13.a. Explain the nursing responsibilities of post-mortem care.
- 13.b. Examine post-mortem care
- 13.c. Examine palliative care (ELNEC)
- 13.d. Describe the role of palliative care and hospice during the dying process.
- 13.e. Explain the nurse's role and the legal and ethical concerns in end of life decisions for clients.
- 13.f. Explain the nurse's role in end of life decisions
- 13.g. Describe the types and cause of loss.
- 13.h. Explain the stages/phases/manifestations of grief.
- 13.i. Describe factors that influence grief and loss responses.
- 13.j. Examine the cultural and spiritual decisions, beliefs of clients, and significant others experiencing grief and loss.
- 13.k. Review the lifespan considerations in the grieving process.
- 13.l. List clinical signs of impending death.
- 13.m. Describe nursing responsibilities and interventions in caring for clients and their families during the dying process.
- 13.n. Identify community resources to support individuals who are grieving and/or experiencing end-of-life.
- 13.o. Identify the connections between evidenced-based practice and the care of the clients and families who are experiencing grief, loss, and end of life.

### **14. Provide nursing care for patients with alterations in oxygenation**

#### **Assessment Strategies**

- 14.1. in an oral, written or performance assessment

#### **Criteria**

*Your performance will be successful when you:*

- 14.1. assess patient for objective and subjective manifestations of impaired oxygenation
- 14.2. identify normal from abnormal assessment data
- 14.3. adapt care based on oxygenation assessment data
- 14.4. base your response on the interpretation of diagnostic tests and lab values indicative of a disturbance in

- oxygenation
- 14.5. identify evidence-based practices

**Learning Objectives**

- 14.a. Identify subjective and objective assessment findings for clients with altered oxygenation.
- 14.b. Differentiate healthy and altered assessment findings related to oxygenation.
- 14.c. Describe nursing interventions to manage a client's comfort and maximize oxygenation.
- 14.d. Describe how the implications of evidenced-based practices benefit client care related to oxygenation needs.
- 14.e. Describe the role of the nurse in caring for the clients with altered oxygenation status.