

## Learning Strategies Worksheet

For each week, there is:

- 1) A selected phase of anesthesia and/or area of clinical focus
- 2) A selected “high priority” topic or topics

Each week, the student will progress through the phases of anesthesia, using instructor-selected “high-priority” topics in which to apply knowledge of anesthesia management.

Learning Strategies Worksheet		
Week	Selected Phase or Focus High-Priority Topic(s)	Learning Activity
1	<p><b>Lecture focus:</b></p> <p>Introduction &amp; course overview</p> <p><b>Online focus:</b></p> <p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>● Pre-op evaluation</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>● Marfan syndrome</li> </ul>	<p><b>Lecture activities: N/A</b></p> <p>Instructor Lecture</p> <p><b>Online activities:</b></p> <p>In a Word document:</p> <p><u>Develop a pre-op evaluation for a patient with Marfan syndrome. Include:</u></p> <p>Relevant history that should be addressed for a patient with this condition.</p> <p>Appropriate physical assessment components (including airway assessment) and potential physical assessment findings.</p> <p>The types of studies that would be anticipated for a patient with this condition and why.</p> <p>Relevant documentation that must be included in this patient’s pre-surgical record.</p> <p>Rationale for why a thorough history and physical examination is critical for</p>

		<p>developing appropriate anesthesia management plans.</p> <p>**Complete conditions table for assigned topics</p>
2	<p><b>Lecture focus:</b></p> <p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>• Pre-op evaluation</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>• Marfan (or other skin)</li> </ul> <p><b>Online focus:</b></p> <p><b>Selected Phase of Focus</b></p> <ul style="list-style-type: none"> <li>• Induction &amp; maintenance</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>• Pseudohypertrophic Muscular Dystrophy (Duchenne Muscular Dystrophy)</li> <li>• Myasthenia Gravis</li> <li>• Myasthenic Syndrome</li> <li>• Macroglossia</li> </ul>	<p><b>Lecture activities:</b></p> <p>Instructor Lecture</p> <p>Select a student(s) to present their online activity - discuss with the rest of class.</p> <p><b>Online activities:</b></p> <p>In a Word document:</p> <p><u>Briefly describe what happens during the induction and maintenance phases of anesthesia.</u></p> <ul style="list-style-type: none"> <li>• What are key activities that a CRNA must perform?</li> <li>• What other team members will be involved?</li> </ul> <p><u>Develop an induction and maintenance plan for each high-priority condition.</u></p> <ul style="list-style-type: none"> <li>• Pseudohypertrophic Muscular Dystrophy (Duchenne Muscular Dystrophy)</li> <li>• Myasthenia Gravis</li> <li>• Myasthenic Syndrome</li> <li>• Macroglossia</li> </ul> <p>**Complete conditions table for assigned topics</p>
3	<p><b>Lecture focus:</b></p> <p><b>Selected Phase of Focus</b></p>	<p><b>Lecture activities:</b></p> <p>Instructor Lecture</p>

	<ul style="list-style-type: none"> <li>● Induction &amp; maintenance</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>● Pseudohypertrophic Muscular Dystrophy (Duchenne Muscular Dystrophy)</li> <li>● Myasthenia Gravis</li> <li>● Myasthenic Syndrome</li> <li>● Macroglossia</li> </ul> <p><b>Online focus:</b></p> <p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>● Pre-op evaluation, induction, and maintenance</li> <li>● A&amp;P review on GI,liver, biliary, etc</li> <li>● Common procedures that might occur for GI, liver, and biliary conditions and/or how to prepare for procedures for people who have conditions in these areas.</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>● GERD</li> <li>● Liver disease</li> <li>● Varices</li> <li>● Liver transplant</li> <li>● Porphyrias</li> </ul>	<p>Select student(s) to explain their rationale for their plans - providing evidence (texts, etc)</p> <p>Review activity (games, etc) for <b>Test #1</b></p> <p><b>Online activities:</b></p> <p>Complete the activities for each provided condition below:</p> <p><u>GERD:</u></p> <p>Describe this condition and how you would manage it during the induction and maintenance phases of anesthesia (medications, positions, monitoring, etc).</p> <p>State the most commonly performed surgery for GERD. Describe the procedure and explain your role during the procedure.</p> <p><u>Liver disease:</u></p> <p>Briefly state the 5 major functions of the liver and describe how the liver gets its blood supply.</p> <p>Explain how liver diseases can affect anesthesia and actions you will need to take to manage a patient with liver disease.</p> <p><u>Varices:</u></p> <p>What are varices?  Why do they matter?  What is your role in managing them before, during, and after surgery?</p>
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4	<p><b>Lecture focus:</b></p> <p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>● Pre-op evaluation, induction, and maintenance</li> <li>● A&amp;P review on GI,liver, biliary, etc</li> <li>● Common procedures that might occur for GI, liver, and biliary conditions and/or how to prepare for procedures for people who have conditions in these areas.</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>● GERD</li> <li>● Liver disease</li> <li>● Varices</li> <li>● Liver transplant</li> <li>● Porphyrias</li> </ul> <p><b>Online focus:</b></p>	<p><b>Lecture activities:</b></p> <p><b>**Test #1: Skin &amp; MSK</b></p> <p>Instructor Lecture</p> <p>Student(s) selected to present their online activity followed by class discussion (learning related to GERD, liver disease, varices, liver transplant, and porphyrias).</p> <p><b>Online activities:</b></p>

	<p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>• Pre-op, induction, maintenance, and anticipation for emergence, recovery, and/or post-op phases</li> <li>• Labs - arterial blood gases, O2, and anticipating difficulties in emergence or post-op due to conditions.</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>• Anemias</li> <li>• Polycythemia</li> <li>• Venous hypercoagulable disorders</li> <li>• Allergic reactions: Anaphylactic rxs, Hypersensitivity responses, angioedema</li> </ul>	<p>Develop a concept map for angioedema. Be sure to demonstrate how it starts, progresses, and is managed. Relate to anesthesia management (labs, O2 monitoring, drugs, anesthetics, potential problems, management, etc)</p> <p>Develop a concept map for hypercoagulability (the coagulation cascade) and how this relates to anesthesia management.</p> <p><b>**Complete conditions table for assigned topics</b></p>
5	<p><b>Lecture focus:</b></p> <p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>• Pre-op, induction, maintenance, and anticipation for emergence, recovery, and/or post-op phases</li> <li>• Labs - arterial blood gases, O2, and anticipating difficulties in emergence or post-op due to conditions.</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>• Anemias</li> <li>• Polycythemia</li> <li>• Venous hypercoagulable disorders</li> <li>• Allergic reactions: Anaphylactic rxs, Hypersensitivity responses, angioedema</li> </ul> <p><b>Online focus:</b></p>	<p><b>Lecture activities:</b></p> <p>Instructor Lecture</p> <p>Student(s) selected to present their online activity (concept maps)</p> <p>Review activity (games, etc) for <b>Test #2</b></p> <p><b>Online activities:</b></p>

	<p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>• labs, physiology of kidneys, meds, fluid balance, I&amp;O</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>• Renal (specifically transplant)</li> <li>• Labs: <ul style="list-style-type: none"> <li>○ acidosis and alkalosis (metabolic and respiratory)</li> </ul> </li> <li>• Labs: <ul style="list-style-type: none"> <li>○ Renal GFR, creatinine, BUN)</li> <li>○ Fluid and electrolytes (sodium, potassium, calcium, magnesium)</li> </ul> </li> </ul>	<p>Describe how rocuronium is processed in the renal system. Explain the effects that end-stage renal disease would have on the half-life of this drug.</p> <p>Explain how arterial and venous circulation affects urine production. Draw this and upload your picture. Bring or have access to your drawing for lecture next week.</p> <p><b>**Complete conditions table for assigned topics</b></p>
6	<p><b>Lecture focus:</b></p> <p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>• labs, physiology of kidneys, meds, fluid balance, I&amp;O</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>• Renal (specifically transplant)</li> <li>• Labs: <ul style="list-style-type: none"> <li>○ acidosis and alkalosis (metabolic and respiratory)</li> </ul> </li> <li>• Labs: <ul style="list-style-type: none"> <li>○ Renal GFR, creatinine, BUN)</li> <li>○ Fluid and electrolytes (sodium, potassium, calcium, magnesium)</li> </ul> </li> </ul> <p><b>Online focus:</b></p> <p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>• Labs: Endocrine</li> </ul> <p><b>High-Priority Topic(s)</b></p>	<p><b>Lecture activities:</b></p> <p><b>**Test #2 Liver, GI, hematology, immune, &amp; allergy</b></p> <p>Instructor Lecture</p> <p>Student(s) will present their drawings and explain how arterial and venous circulation affects urine production.</p> <p><b>Online activities:</b></p> <p>For a patient having a procedure for pheochromocytoma, state what pre-procedure medications must be given, the correct order, and why.</p>

	<ul style="list-style-type: none"> <li>● DM</li> <li>● Thyroid</li> <li>● Pheochromocytoma</li> <li>● Adrenal gland</li> <li>● Parathyroid</li> <li>● Pituitary</li> </ul>	<p>Explain how to manage insulin-dependent diabetics who are uncontrolled before and during surgery.</p> <p>**Complete conditions table for assigned topics</p>
7	<p><b>Lecture focus:</b></p> <p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>● Labs: Endocrine</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>● DM</li> <li>● Thyroid</li> <li>● Pheochromocytoma</li> <li>● Adrenal gland</li> <li>● Parathyroid</li> <li>● Pituitary</li> </ul> <p><b>Online focus:</b></p> <p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>● All phases</li> <li>● anesthetic devices</li> <li>● labs (including blood gases)</li> <li>● oxygen measuring and delivery devices</li> <li>● oxygen</li> <li>● meds</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>● Sleep-related breathing disorders <ul style="list-style-type: none"> <li>○ CV during NREM</li> <li>○ Obstructive sleep apnea</li> <li>○ Central sleep apnea</li> <li>○ Hypoventilation disorders</li> </ul> </li> <li>● Obstructive respiratory disorders <ul style="list-style-type: none"> <li>○ URI</li> <li>○ Asthma</li> <li>○ COPD</li> </ul> </li> </ul>	<p><b>Lecture activities:</b></p> <p>Instructor Lecture</p> <p>Students will take a pop quiz where they will match conditions with their associated clinical manifestations, appropriate labs, etc.</p> <p><b>Online activities:</b></p> <p>You have been assigned to perform the anesthesia for two patients. One patient has a history of obstructive sleep apnea, a sleep-related breathing disorder. The other has COPD, an obstructive respiratory disorder.</p> <p>Beginning with the pre-op evaluation phase, outline the activities that you will need to perform for all phases of anesthesia management including, but not limited to:</p> <ul style="list-style-type: none"> <li>● Pre-op tests needed for evaluation of severity and/or associated complications</li> <li>● Anticipated choice of anesthetic device (anesthesia delivery method) and why</li> <li>● Labs needed (including blood gases) and why</li> </ul>

		<ul style="list-style-type: none"> <li>● Anticipated oxygen needs and why</li> <li>● Anticipated choice of anesthetic meds and why you would choose them</li> <li>● Potential problems that might arise during maintenance and your plan for addressing those problems</li> <li>● Potential problem(s) with emergence and/or extubation and your plan for avoiding or addressing those problems</li> <li>● Plans for the recovery phase</li> </ul> <p>**Complete conditions table for assigned topics</p>
8	<p><b>Lecture focus:</b></p> <p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>● All phases</li> <li>● Anesthetic devices</li> <li>● Labs (including blood gases)</li> <li>● Oxygen, oxygen measuring, and oxygen delivery devices</li> <li>● Meds</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>● Sleep-related breathing disorders <ul style="list-style-type: none"> <li>○ CV during NREM</li> <li>○ Obstructive sleep apnea</li> <li>○ Central sleep apnea</li> <li>○ Hypoventilation disorders</li> </ul> </li> <li>● Obstructive respiratory disorders <ul style="list-style-type: none"> <li>○ URI</li> <li>○ Asthma</li> <li>○ COPD</li> </ul> </li> </ul>	<p><b>Lecture activities:</b></p> <p>Instructor Lecture</p> <p>Game: focusing on all phases and respiratory conditions covered in this unit.</p> <p>Optional: Review activity (games, etc) for <b>Test #3 renal and endocrine</b></p>



	<p><b>Online focus:</b></p> <p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>• Same as week 7, plus</li> <li>• procedures</li> <li>• extubation and concerns</li> <li>• post-op mgt</li> <li>• handing off to ICU or other</li> <li>• anticipating post-op complications</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>• Acute respiratory failure</li> <li>• Acute respiratory distress syndrome (ARDS)</li> <li>• Chronic interstitial lung disease (such as pulmonary fibrosis)</li> </ul>	<p><b>Online activities:</b></p> <p>You have been asked to evaluate a patient that is developing acute respiratory distress syndrome (ARDS).</p> <ul style="list-style-type: none"> <li>• What do you anticipate that the ABGs would show for a patient with this condition? Why?</li> <li>• Explain what is happening during that process (acidosis, alkalosis).</li> <li>• What ventilator settings would you anticipate?</li> <li>• What would be some post-op concerns you would have for a patient with this condition?</li> <li>• How would you know when it is safe to extubate this patient? (clinical signs, testing, ABGs, ventilator settings, ICU staff report, etc) <ul style="list-style-type: none"> <li>○ If the patient is not ready to be extubated, what is your role in safely transferring care (the report, guidance, etc)?</li> </ul> </li> </ul> <p>You have been asked to evaluate a patient that has pulmonary fibrosis.</p> <ul style="list-style-type: none"> <li>• What do you anticipate that the ABGs would show for a patient with this condition? Why?</li> <li>• Explain what is happening during that process (acidosis, alkalosis).</li> <li>• What ventilator settings would you anticipate?</li> <li>• What would be some post-op concerns you would have for a patient with this condition?</li> <li>• How would you know when it is safe to extubate this patient? (clinical signs, testing, ABGs, ventilator settings, ICU staff report, etc) <ul style="list-style-type: none"> <li>○ If the patient is not ready to be extubated, what is your role in safely transferring care (the report, guidance, etc)?</li> </ul> </li> </ul>
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		**Complete conditions table for assigned topics
9	<p><b>Lecture focus:</b></p> <p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>● Same as week 7, plus</li> <li>● procedures</li> <li>● extubation and concerns</li> <li>● post-op mgt</li> <li>● handing off to ICU or other</li> <li>● anticipating post-op complications</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>● Acute respiratory failure</li> <li>● Acute respiratory distress syndrome (ARDS)</li> <li>● Chronic interstitial lung disease (such as pulmonary fibrosis)</li> </ul> <p><b>Online focus:</b></p> <p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>● Review of cardiac conduction</li> <li>● ECG's - pre-op and cardiac monitoring during and after</li> <li>● Treatments for conditions r/t conduction (meds, procedures, devices, etc)</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>● Acute coronary syndrome and/or MI</li> <li>● Valvular diseases <ul style="list-style-type: none"> <li>○ Procedures to treat valvular diseases</li> </ul> </li> <li>● Congenital heart diseases <ul style="list-style-type: none"> <li>○ Surgeries and mgt strategies</li> </ul> </li> <li>● Dysrhythmias <ul style="list-style-type: none"> <li>○ Wolff-Parkinson-White syndrome</li> <li>○ Atrial fibrillation</li> </ul> </li> </ul>	<p><b>Lecture activities:</b></p> <p><b>Test #3: Renal and endocrine</b></p> <p>Instructor Lecture</p> <p>Incorporate quiz type questions over ABC analysis, ABG interpretation, and ventilator settings into lecture.</p> <p><b>Online activities:</b></p> <p>For the following conditions, answer the questions below.</p> <ul style="list-style-type: none"> <li>○ Wolff-Parkinson-White syndrome</li> <li>○ Atrial fibrillation</li> <li>○ Ventricular fibrillation</li> <li>○ Prolonged QT syndromes</li> </ul> <ol style="list-style-type: none"> <li>1) What are the key ECG findings?</li> <li>2) In regards to cardiac conduction, where is the abnormality occurring (what is causing it)?</li> <li>3) As a CRNA, how do you monitor and manage these conditions pre, peri, and post-operatively?</li> </ol> <p>**Complete conditions table for assigned topics</p>

	<ul style="list-style-type: none"> <li>○ Ventricular fibrillation</li> <li>○ Prolonged QT syndromes</li> <li>● Surgery in patients with cardiac implantable electronic devices</li> </ul>	
10	<p><b>Lecture focus:</b></p> <p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>● Review of cardiac conduction</li> <li>● ECG's - pre-op and cardiac monitoring during and after</li> <li>● Treatments for conditions r/t conduction (meds, procedures, devices, etc)</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>● Acute coronary syndrome and/or MI</li> <li>● Valvular diseases <ul style="list-style-type: none"> <li>○ Procedures to treat valvular diseases</li> </ul> </li> <li>● Congenital heart diseases <ul style="list-style-type: none"> <li>○ Surgeries and mgt strategies</li> </ul> </li> <li>● Dysrhythmias <ul style="list-style-type: none"> <li>○ Wolff-Parkinson-White syndrome</li> <li>○ Atrial fibrillation</li> <li>○ Ventricular fibrillation</li> <li>○ Prolonged QT syndromes</li> </ul> </li> <li>● Surgery in patients with cardiac implantable electronic devices</li> </ul> <p><b>Online focus:</b></p> <p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>● All phases with pertinent cardiac condition(s)</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>● Heart failure <ul style="list-style-type: none"> <li>○ Signs and symptoms</li> <li>○ Diagnosis</li> <li>○ Classification</li> <li>○ Mgt</li> </ul> </li> </ul>	<p><b>Lecture activities:</b></p> <p>Instructor Lecture</p> <p>Jeopardy or Kahoot: quiz for rhythm recognition and acute/chronic treatment.</p> <p><b>Online activities:</b></p> <p>In a table, compare and contrast the different types of cardiomyopathies. Create an algorithm based off of this information that would help a CRNA distinguish between them.</p> <p>Be prepared to answer quiz questions on:</p> <ul style="list-style-type: none"> <li>● The key differences between types of heart failure and how</li> </ul>

	<ul style="list-style-type: none"> <li>● Cardiomyopathies <ul style="list-style-type: none"> <li>○ Hypertrophic</li> <li>○ Dilated</li> <li>○ Apical ballooning</li> <li>○ Peripartum</li> <li>○ Cor pulmonale</li> </ul> </li> <li>● Pericardial effusion and cardiac tamponade</li> <li>● Vascular diseases <ul style="list-style-type: none"> <li>○ Thoracic and abdominal aneurysms and dissections</li> <li>○ CAD and stroke</li> </ul> </li> <li>● PAD <ul style="list-style-type: none"> <li>○ Subclavian steal syndrome</li> </ul> </li> </ul>	<p>these differences impact anesthesia management</p> <ul style="list-style-type: none"> <li>● Pericardial effusion and cardiac tamponade</li> <li>● CAD and stroke</li> <li>● Thoracic and abdominal aneurysms and dissections</li> <li>● Subclavian steal syndrome</li> </ul> <p>**Complete conditions table for assigned topics</p>
11	<p><b>Lecture focus:</b></p> <p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>● All phases with pertinent cardiac condition(s)</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>● Heart failure <ul style="list-style-type: none"> <li>○ Signs and symptoms</li> <li>○ Diagnosis</li> <li>○ Classification</li> <li>○ Mgt</li> </ul> </li> <li>● Cardiomyopathies <ul style="list-style-type: none"> <li>○ Hypertrophic</li> <li>○ Dilated</li> <li>○ Apical ballooning</li> <li>○ Peripartum</li> <li>○ Cor pulmonale</li> </ul> </li> <li>● Pericardial effusion and cardiac tamponade</li> <li>● Vascular diseases <ul style="list-style-type: none"> <li>○ Thoracic and abdominal aneurysms and dissections</li> <li>○ CAD and stroke</li> </ul> </li> </ul>	<p><b>Lecture activities:</b></p> <p>Instructor Lecture</p> <p>Quiz or Kahoot over:</p> <ul style="list-style-type: none"> <li>● The key differences between types of heart failure and how these differences impact anesthesia management</li> <li>● Pericardial effusion and cardiac tamponade</li> <li>● CAD and stroke</li> <li>● Thoracic and abdominal aneurysms and dissections</li> </ul> <p>Optional: Review activity (games, etc) for <b>Test #4</b></p>

	<ul style="list-style-type: none"> <li>● PAD <ul style="list-style-type: none"> <li>○ Subclavian steal syndrome</li> </ul> </li> </ul> <p><b>Online focus:</b></p> <p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>● Overall changes with age</li> <li>● Pharmacokinetics and anesthesia mgt</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>● Age-related anatomic physiologic changes per body system</li> <li>● Age-related pharmacological changes (drug pharmacology) <ul style="list-style-type: none"> <li>○ Inhalation anesthetics</li> <li>○ Nonvolatile anesthetics</li> <li>○ Muscle relaxants</li> </ul> </li> </ul>	<p><b>Online activities:</b></p> <p>Open book quiz over:</p> <ul style="list-style-type: none"> <li>● Pharmacodynamic changes with aging and corresponding management of anesthetic drugs</li> <li>● Intraoperative management of anesthesia for the elderly patient</li> <li>● Postoperative management for the elderly: post-op cognitive dysfunction and pain control</li> <li>● Care of the elderly in the ICU</li> </ul> <p>**Complete conditions table for assigned topics</p>
12	<p><b>Lecture focus:</b></p> <p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>● Overall changes with age</li> <li>● Pharmacokinetics and anesthesia mgt</li> </ul> <p><b>High-Priority Topic(s)</b></p> <ul style="list-style-type: none"> <li>● Age-related anatomic physiologic changes per body system</li> <li>● Age-related pharmacological changes (drug pharmacology) <ul style="list-style-type: none"> <li>○ Inhalation anesthetics</li> <li>○ Nonvolatile anesthetics</li> <li>○ Muscle relaxants</li> </ul> </li> </ul> <p><b>Online focus:</b></p> <p><b>Selected Phase or Focus</b></p> <ul style="list-style-type: none"> <li>● Culminating assignment</li> </ul> <p><b>High-Priority Topic(s)</b></p>	<p><b>Lecture activities:</b></p> <p><b>Test #4 respiratory and CV</b></p> <p>Instructor Lecture</p> <p><b>Online activities:</b></p> <p>Introduce culminating assignment</p> <p>For your assigned topic, create a case study/anesthesia management plan to</p>

	<p>**instructor assigns topic to each student</p>	<p>present to the class. (Present as a PowerPoint presentation or other acceptable presentation format)</p> <p>Incorporate: (rubric will list)</p> <ul style="list-style-type: none"> <li>• All 7 phases of anesthesia</li> <li>• Evidence of ability to meet all objectives of the course.</li> <li>• Creation of 10 test questions to ask your peers about your content and to potentially be selected for the final exam</li> <li>• A study guide or handout to share (sharing presentation slides is acceptable)</li> </ul> <p>Begin independent study for final exam</p>
13	<p><b>Spring Break</b></p>	<p><b>Spring Break</b></p> <p>Continue work on culminating assignment</p> <p>Independent study for final exam</p>
14	<p><b>Lecture focus:</b></p> <p>Finals review: (½) course content</p> <p><b>Online focus:</b></p> <p>Culminating assignment</p> <p>Continue independent study for final exam</p>	<p><b>Lecture activities:</b></p> <p>Student presentations of culminating assignment</p> <p><b>Online activities:</b></p> <p>Culminating assignment (if not presented)</p> <p>Independent study for final exam</p>
15	<p><b>Lecture focus:</b></p> <p><b>Selected focus/topics:</b></p> <p>Finals review: (½) course content</p> <p><b>Online focus:</b></p> <p>Continue independent study for final exam</p>	<p><b>Lecture activities:</b></p> <p>Student presentations of culminating assignment</p> <p><b>Online activities:</b></p> <p>Independent study for final exam</p>

16	<b>Lecture focus:</b> Review week (independent study) <b>Online focus:</b> Prepare for final exam	<b>Lecture activities:</b> Review week (independent study) <b>Online activities:</b> Prepare for final exam
17	<b>Final Exam</b>	<b>Final Exam</b>