

SUL ROSS STATE UNIVERSITY  
DEPARTMENT OF NURSING  
NUR 3413 Patient Centered Concepts Across the Lifespan 1  
Spring Junior Year 2022

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**SEMESTER HOURS:** Four (4) Credits (Hybrid)

**Clinical Hours:** 1 Credit

**Didactic Contact Hours:** 3 Clock Hours/Week

**Clinical Contact Hours:** 4 Clock Hours/Week

**Total Contact Hours:** 112

**Level:** Junior

**PREREQUISITES:** Successful completion of Previous Courses

**FACULTY INFORMATION:**

FACULTY OF RECORD: Dr. Geraldine M. Goosen, PhD, CNS, CCRN Emeritus:

Contact Information:

Office Hours:

Hours available via e-mail: *Anytime*

Hours available on Campus: *Tuesday & Wednesday when not in class or lab.*

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Office

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**COURSE DESCRIPTION: NUR 3413- Patient Centered Concepts Across the Life Span 1** - This concept-based integrated approach to learning continues with concepts analyzed across the lifespan with the inclusion of frequently occurring exemplars(diagnoses). Nursing management and treatment modalities are included for each of the exemplars. The course begins with psychosocial-cultural concepts commonly encountered in patients of any age and progresses through reproductive events which introduces the newborn infant. Concepts and exemplars in this course are foundational to developing clinical judgment required for the nursing process. Simulation activities will provide opportunities to link classroom data to potential patient clinical experiences.

**STUDENT LEARNING OUT COMES:**

Upon completion of learning activities in this course, students will be able to:

**MEMBER OF THE PROFESSION**

1. Expand knowledge of regulations that clarify the nursing role as specified by the Texas Board of Nursing guidelines in additional concepts with identified exemplars.

2. Recognize and adhere to standards of practice identified by the American Nurses Association that specify actions for identified concepts and exemplars for this course.
3. Discuss the role of the professional nurse when providing holistic, culturally sensitive and evidence-based care individuals across the life span.
4. Engage in self-evaluation and reflection to appraise and improve practice

### **PROVIDER OF PATIENT-CENTERED CARE**

5. Utilize a systematic process to analyze selected health concepts for diverse patients across the lifespan.
6. Describe management of care recommended by evidence-based practice for selected health care concepts.
7. Apply biophysical and pathophysiological concepts to identified exemplars in each age group.
8. Describe the interrelatedness between health care concepts to assist in developing clinical judgment.
9. Develop understanding and recognition of patient communication patterns which reflect behavioral issues that impact health concerns.
10. Explain common clinical referents/manifestations, antecedents, consequences, diagnostic findings, drug therapy and other treatment modalities for patient exemplars across the life span.
11. Analyze the impact of physiological, psychosocial, pathophysiological, and/or cultural status on the patient and family throughout the reproductive years.
12. Identify role of nurse in providing patient education regarding health promotion and well-being.

### **PATIENT SAFETY ADVOCATE**

13. Identify activities used to prevent or respond to safety hazards associated with concepts and exemplars.
14. Apply knowledge of the rules and regulations that address patient and nurse rules safety in health care settings.

### **MEMBER OF THE HEALTH CARE TEAM**

15. Explain the relevance of evidence-based practice to patient safety, quality of care, and best practice interventions associated with concepts and exemplars.
16. Discuss collaborative communication principles and how these contribute to the functions of the health care team.
17. Identify changes associated with concepts that require communication and/or documentation with health care team.

### **MARKETABLE SKILLS FOR THE DEPARTMENT OF NURSING**

The following marketable skills and dissemination plan has been submitted to the Texas Higher Education Board after approval from the Assistant Vice President for Institutional Effectiveness at SRSU

Students will:

1. develop inquiry skills to evaluate situations (Sense of Inquiry);
2. develop communication skills to evaluate situations (Communication Skills);
3. develop research skills to promote their lifelong learning (Continuous Lifelong Learning); and
4. comport themselves verbally and visually in a professional manner (professionalism).

Plan for Dissemination:

Students learn the marketable skills by first being exposed to them in all course syllabi. Each of the marketable skills is closely observed and evaluated by clinical faculty and preceptors as student's progress through the educational program. Students hone their research and communication skills through assignments and activities in multiple classes.

## REQUIRED REFERENCES:

### Text Books:

- Adams, M., Holland, N., & Urban, C. (2019) *Pharmacology for nurses: A pathophysiologic approach Plus MyNursingLab with Pearson eText* (6<sup>th</sup> ed.) ISBN-13: 978-0135218334. New York: Pearson.
- Callahan, B. (2019). *Clinical nursing skills: A concept-based approach to learning, Volume III* (3<sup>rd</sup> ed.). New York: Pearson.
- Halter, M. J. (2018). *Varcarolis' foundations of psychiatric-mental health nursing: A clinical approach* (8th ed.). St. Louis: Elsevier.
- Pagana, Kathleen D.; Pagana, Timothy J.; & Pagana, Theresa N. (2018). *Mosby's diagnostic & laboratory test reference* (13<sup>th</sup> ed.). St. Louis: Elsevier.
- Pearson Concepts Editorial Board & Contributors (2019). *Nursing: A concept-based approach to learning, Volume I & II* (3<sup>rd</sup> ed.). New York: Pearson.
- Touhy, T. A. & Jett, K. F. (2020). *Ebersole & Hess' toward healthy aging: Human needs & nursing response* (10<sup>th</sup>ed.). St. Louis: Mosby-Elsevier.
- Winters, C. A., & Lee, H. J., Eds. (2018). *Rural nursing: Concepts, theory, and practice* (5<sup>th</sup> ed.). New York, NY: Springer

Simulation Handbook

Drug Reference Handbook. Current Edition.

### Recommended References:

The following references are classic and will provide pertinent information that will enhance your nursing information. Additional selected articles will be provided in BB as we progress through the list of concepts.

Blackburn, G.L., & Bristrian, B.R. Nutritional care of the injured and/or septic patient. *Surg. Clin. North Am.* 56:1195-1224, 1976.

Goosen, G., & Bush, H.A. Adaptation: A feedback process. *Advances in Nursing Science. Aspen System Corporation: 9161-9268, 1979.*

Wilmore, D.W., Long, J.M., Mason, A.D., Jr., Skreen, R.W., and Pruitt, B.A., Jr., Catecholamines: Mediators of the hypermetabolic response to thermal injury. *Ann. Surg.* 180, 653, 1974.

## COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

### COURSE EXPECTATIONS:

Due to pandemic events which may continue to alter the way classes and clinicals are conducted, it is important that each student is clear regarding expectation for this course. At the beginning of the spring semester, we will plan to have person to person class unless other unforeseen events alter these plans. This will require each of us to be together, share resources and communicate clearly. Bring a mask to the first class in case this requirement may still be in place. Attendance at each class and clinical is required. If personal or family emergencies arise, the faculty of record should be notified immediately. If a lab or clinical time is altered due to an emergency, the faculty of record and the

clinical faculty must be notified. Any absences will need to be made up as soon as such time can be arranged with appropriate faculty.

### **LEARNING ACTIVITIES:**

Students will participate in classroom and on-line discussion to clarify the need and value of each substantive component of each assigned concept analysis. Student dialogue will focus on identifying and discussing behavioral, physiologic, psychologic, social, and cultural information which comprise the patient as a wholistic entity. Students are expected to contribute to the dialogue using critical thinking, clinical reasoning, and ethical comporment.

Students will prepare for class discussion and activities by reading each assignment with focus on the concept analysis provided and clinical management appropriate for each exemplar related to the concept included in the assignment. The logically ordered information will assist each student to develop a routine or pattern to organize pertinent information obtained from patients and resources. A group assignment for the development of a selected concept will further enhance the student's recognition for data obtained to complete and understand the value of information included in a concept analysis.

Application of data obtained from patient situations in clinical laboratories will enhance the students understanding of why and how selected concepts will provide a broader understanding of the patient condition. Open communication with the mannequin provides opportunity to practice verbal and non-verbal and non-verbal communication skills to obtain pertinent data before communicating with patients. Case studies utilized for simulation scenarios will assist students to understand the need for acquiring data from patient's which will guide the planning and delivery of pertinent, individualized care for the experienced concept.

### **Class Participation**

Students will engage in classroom and laboratory learning activities. Student dialogue will focus on developing professional perspectives, identifying and accessing resources, and analyzing factors that impact professional nursing. Students are expected to contribute to class discussion and dialogue using critical thinking, clinical reasoning, and ethical comporment.

### **Behavioral Health Case Study**

Working in pairs, students will identify a client with significant behavioral health needs during the course of the clinical rotations. While emphasis will be placed on concepts already covered in the program of study, this will not limit the scope of the case. Following data collection, students will develop a comprehensive holistic case study with consideration to all aspects of nursing management, medications, safety, and unmet needs (psychosocial, treatment, resources, housing, employment, child-care, etc.). Students will present the case to the faculty and class to elicit feedback, suggestions, and collaborative learning

### **Clinical Skills Competency Evaluation**

Clinical nursing skills will be addressed in the skills lab in NUR 3441 Competencies for Patient Centered Care I for demonstration, practice, and evaluation. As you satisfactorily complete skills, opportunities to utilize these skills will be incorporated in simulation learning activities. Each student must successfully complete each pass-fail skill and clinical-experiences, including return demonstrations to be qualified to continue practice with the designated nursing skills competencies in the simulation lab.. Students will have three opportunities to repeat the skill. If students are not successful in passing the skill after three (3) attempts, they will be individually counseled and assisted to become successful with all required nursing skills.

## Reflective Journal

Reflective Practice is an important attribute of a professional nurse and is integrated across the program of study. Reflective Practice Journaling is a discipline of self-inquiry to examine aspects of interpersonal relationships with patients and learning situations each week during the semester, applying readings and gaining insights regarding personal values, ethics, self or practice, and being mindful of self while in or following field experiences.

## Course Evaluation

**Each student enrolled in the nursing is required to complete evaluation forms provided by SRSU and the course evaluation form attached to each nursing course syllabus. Information provided by students is objective data on which to base course changes to enhance learning potential for each nursing student. In addition, a summary of course, faculty, and clinical evaluations is required in reports submitted to CCNE to maintain national accreditation.**

**The course evaluation provided in BB with each syllabus must be completed and submitted in a program to provide student anonymity. Submission date is before May 1, 2022. Course grades will be withheld until all course evaluation forms have been completed.**

**Course evaluation in the nursing curriculum is viewed as a course requirement. Nursing faculty members view this process as the principal source for facilitating change which can enhance the learning process in nursing education.**

## ASSESSMENT OF STUDENT LEARNING:

1. Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in class discussion, online reflections and observations, clinical performance when applicable, knowledge and comprehension of reading assignments, and completion of course assignments. Criteria for each course activity and assignments, including grading rubrics, are delineated either in the syllabus or in the weekly modules.

### 2. Summary of Measure for Evaluation:

<u>Course Requirements</u>	<u>Percentage</u>
Class Discussion	20%
Clinical & Simulation Lab Activities	30%
Weekly Simulations	
Behavioral Health Case Study	
Geriatric Patient	
Obstetric Patient	
Examinations	40%
Pre-tests	15%
4 Examinations	25%
ATI Practice Tests & Comprehensive	10%
<b>Total Points</b>	<b>100%</b>

3. **Calculation of Final Grade:** The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation.

Grading Scale

A = 90-100

B = 80-89

C = 75-79

D = 69-74

F = 69 OR BELOW

### **POLICIES FOR EXAMS AND ASSIGNMENTS:**

A minimum average of 80% must be achieved on examinations to receive a passing grade for the course. This will include 3 examinations and a final. The examination average must be calculated before adding grades from other assignments. When a grade of less than 80% is acquired on any examination, the student will be required to meet with the faculty of record to explore ways to improve test taking ability. A total of 3 sessions will be required with the faculty of record for any one test where 80% is not achieved. The purpose for this activity is to assist the student to determine the rationale for the lower grade achievement and develop an action plan to correct identified problems. The Missildine Review is one option which could be initiated to follow student progress.

**Weekly Pre-tests:** A weekly pretest will be given during the semester. Questions will relate to key information which has been emphasized during class discussions. Topics will focus on key information which will be included on the comprehensive exams which will be scheduled throughout the semester.

**Missed Examinations and Makeup Examinations:** Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur within a week of the scheduled examination as agreed on between faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty.

**Late and Make-up Assignments:** To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. Five points per calendar day will be deducted for late submission of assignments. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email or text as soon as possible. If students have spoken with faculty and an agreement is reached, late and make-up assignment extensions can be arranged without penalty.

## COURSE SCHEDULE

### NUR 3413 PATIENT CENTERED CONCEPTS ACROSS THE LIFE SPAN I

(This schedule is subject to change by faculty as needed.)

Week Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments, & Due Dates
Week 1 Date: Jan. 11, 2022	<p style="text-align: center;"><b>Introduction to Course</b></p> <p style="text-align: center;"><b>Health-Wellness-Illness &amp; Injury</b></p> Exemplars: Rural Concepts of Resilience, Self-reliance, & Independence Health Beliefs (Individual & Cultural) Concept Terms: Health, Wellness, & Illness Bio-Psycho-Social-Cultural Response	Pearson Mod 7; 24, 30, & 38  ATI Review Module:	Complete assigned readings and activities in the RELATE, REFER and REFLECT links. Read all references in the Week 1 BB Orientation to Simulation Lab, Debriefing Activities Review forms and requirements for Process Recordings, Medications, and Care Plans.  Reflective Journaling
Week 2 Date: Jan. 18, 2022	<p style="text-align: center;"><b>Coping/Stress</b></p> <p style="text-align: center;"><b>Exemplars</b></p> Generalized Anxiety Disorders Obsessive Compulsive Disorders Depression Separation Anxiety (Developmental) Phobias Panic Disorders Post-Traumatic Stress Disorder	Pearson Mod 25; Chapt 1.2, 3, 4 & Chapt 4; Pearson Mods 28 & 29; Pearson Mod 31 Halter CH 10, 15, Concept Analysis:: Depression ATI review module	Complete assigned readings and activities in the RELATE, REFER and REFLECT links.  Simulation Lab – Anxiety in a Patient Facing Hospitalization for First Time.

	<p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Describe how responses to stress are mediated through perception, personality, social support, culture, and spirituality.</li> <li>3. Describe holistic approaches to stress management</li> <li>4. Describe manifestations of anxiety and obsessive-compulsive disorders</li> <li>5. Describe basic nursing interventions for people experiencing anxiety and obsessive-compulsive disorders</li> </ol>	<p>Jan. 17, 2022 Participation in BBRHD Health Fair: Students &amp; faculty will participate in BP &amp; Blood sugar Level Testing</p>	<p>Include demonstration, practice, and evaluation. Debrief Simulation Reflective Journal Prepare for Examination #1</p>
<p>Week 3 Date: Jan. 25, 2022</p>	<p><b>Reproduction/Intrauterine Development</b> Male &amp; Female Reproductive Structures Process of Conception 1<sup>st</sup> Trimester of Pregnancy-Embryonic Development <u>2<sup>nd</sup> Trimester of Pregnancy</u>-Development of fetus &amp; placenta Physical &amp; Psychological Changes During Pregnancy Signs of Pregnancy Role of Father <u>3<sup>rd</sup> Trimester of Pregnancy</u>- Health Promotion Preparation for Birth Concepts Related to Reproduction <b>OBJECTIVES:</b> 1. Identify the calculation process to determine anticipated date of birth. 2. Discuss the risk factors for mothers over 35 years of age. 3. Discuss untoward experiences which may accompany the 1<sup>st</sup> Trimester of pregnancy &amp; provide potential management. 4. Which techniques are used most frequently to make prenatal diagnoses. 5. Discuss information included in the calculation of the multiple marker test. 6. Provide rationale for discomforts the mother experiences during the 3<sup>rd</sup> Trimester.</p>	<p>Pearson Mod 33; Chapt 1.3.3 &amp; 6; Chapt 14.1, 2, 3 &amp; 4 ATI review module</p>	<p>Complete assigned readings and activities in the RELATE, REFER and REFLECT links. Read all references in the Week 4 BB Prepare a teaching plan for a common issue during pregnancy such as nutrition, weight gain, exercise, and sexual contact.</p> <p>Simulation Lab – Patient in early Pregnancy Following Infertility and H/O Recessive Traits</p> <p>Include demonstration, practice, and evaluation. Debrief Simulation Reflective Journal <b>Examination 1</b></p>
<p>Week 4 Date: Feb. 1, 2022</p>	<p><b>Reproduction/Antepartum Care</b> 1<sup>st</sup> Trimester-Diagnosis, Assessment, &amp; Management 2<sup>nd</sup> Trimester-Management of Common Discomforts and Follow-up of anticipated development. 3<sup>rd</sup> Trimester-Cultural, Ethnicity, &amp; Religious Influences. Preparation for Labor &amp; Birth  <b>Complications of Pregnancy</b></p>	<p>Pearson Mod 33; Chapt 1.3.3 &amp; 6; Chapt 14.1, 2, 3 &amp; 4 Pearson Mod 25; Chapt 1.2, 3, &amp; Chapt 4 ATI review module</p>	<p>Complete assigned readings and activities in the RELATE, REFER and REFLECT links. Read all references in the Week 5 BB Simulation Lab -Patient with Term Pregnancy &amp; Placenta Previa</p>



	<p>Hypertensive Disorders Placenta Previa/Abruptio Uterine Rupture Hydatitiform Moles</p> <p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Discuss risk factors which may lead to complication during pregnancy.</li> <li>2. Identify clinical referents which would alert the mother to possible complications.</li> <li>3. Discuss psychological and physiological preparation for parents facing information regarding potential complications of pregnancy.</li> <li>4. Discuss nursing management for patients experiencing hemorrhagic complications of pregnancy.</li> </ol>		<p>Include demonstration, practice, and evaluation. Debrief Simulation Reflective Journal</p>
<p>Week 5 Date: Feb. 8, 2022</p>	<p><b>Reproduction/Intrapartum &amp; Post-partum Care</b> Physiological &amp; Psychological Preparation for Labor Physiology of Labor Four Stages of Labor</p> <p><b>OBJECTIVES FOR LABOR:</b></p> <ol style="list-style-type: none"> <li>1. Discuss Physiological &amp; Psychological Preparation for Labor.</li> <li>2. Differentiate between fetal presentation, and engagement.</li> <li>3. Describe the physiology of labor and the forces of labor.</li> <li>4. Define the Four Stages of Labor</li> <li>5. Differentiate between false labor and true signs of labor.</li> <li>6. Discuss type and process for fetal surveillance during labor.</li> <li>7. Discuss the causes of minimal or absent FHR variability.</li> <li>8. Discuss the role of the nurse during labor.</li> <li>9. Describe the cardinal movements of labor.</li> </ol>	<p>Pearson Mod 33; Chpt 1.3.3 &amp; 6; Chapt 14.1, 2, 3 &amp; 4 ATI Review Module Concept Analysis: Infertility</p>	<p>Complete assigned readings and activities in the RELATE, REFER and REFLECT links. Read all references in the Week 6 BB Simulation Lab: Patient in Labor (Gravida II Para I) with Breech Presentation and Two Weeks Post-Term</p> <p>Include demonstration, practice, and evaluation. Debrief Simulation Reflective Journal</p>
<p>Week 6 Date: Feb. 15, 2022</p>	<hr/> <p><b>Post-partum:</b> Physical &amp; Psychological Adaptation After Delivery Maternal Role Attainment Development of Family Attachment Post-Partum Weight &amp; Nutrition Nutritional Care of Breast-feeding Mother</p>		

	<p>Focus on Customs, Diversity, and Culture While Teaching Alteration in the Post-Partum Period For Childbearing Age Groups.</p> <p><b>OBJECTIVES FOR POST PARTUM:</b></p> <ol style="list-style-type: none"> <li>1. Identify the factors and process for assessing a patient immediately post-delivery (puerperium)..</li> <li>2. Describe the types of lochia in relation to healing and involution of the uterus.</li> <li>3. Discuss length of time a patient is amenorrheic and the reason for ovulation suppression.</li> <li>4. Describe the type of care and rationale for episiotomy care.</li> <li>5. Discuss common causes of postpartum infection/fever.</li> <li>6. Clarify the care required for breast -feeding and non-breast-feeding mothers.</li> <li>7. Discuss food, medications, and other factors to avoid during breast-feeding.</li> </ol>		
<p>Week 7 Date: Feb. 22, 2022</p>	<p><b>Reproduction/Term Newborn/Prematurity</b> Adaptation to Extrauterine Life Maintaining Oxygen Transport Cardiovascular &amp; Hematopoietic Adaptation Nutrition and Metabolism Conjugation of Bilirubin Coagulation Gastrointestinal Adaptation Period of Reactivity Sensory Capability Newborn Assessment Neuro-Muscular Characteristics <b>Prematurity:</b> Body System Physiology Long Term Needs Nursing Process for Prematurity Promotion of Attachment <b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the value of neonatal resuscitation (ABCD,s) at birth.</li> <li>2. Discuss the primary mechanism by which pulmonary blood flow increases after birth.</li> <li>3. Identify appropriate and hazardous forms of newborn stimulation.</li> <li>4. Identify and describe the two types of access to be used for volume expansion in the newborn.</li> </ol>	<p>Pearson Mod 33; Chpt 1.3.3 &amp; 6; Chapt 14.1, 2, 3 &amp; 4 ATI review module</p>	<p>Complete assigned readings and activities in the RELATE, REFER and REFLECT links. Read all references in the Week 7 BB Simulation Lab – Newborn Infant with Meconium in the Amniotic Fluid Include demonstration, practice, and evaluation. Debrief Simulation Reflective Journal Prepare for Examination #2  <b>Examination #2</b></p>

	<p>5. Discuss the Apgar score used to discuss the newborn's response to extrauterine environment and to resuscitation.</p> <p>6. Discuss pulmonary care for an infant born with meconium stained amniotic fluid.</p>		
<p>Week 8 Date: March 1, 2022</p>	<p style="text-align: center;"><b><u>Tissue Integrity</u></b></p> <p><b><u>EXEMPLARS:</u></b> Tissue Injury/Surgery Pressure-Stasis Ulcer</p> <p><b>BACTERIAL INFECTIONS:</b> <b>PARASITIC INFECTIONS:</b> <b>VIRAL INFECTIONS:</b></p> <p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the progression of inflammation as the process occurs with tissue injury across the life span.</li> <li>2. Describe the basic stages of wound healing, related clinical/empirical referents, and associated time intervals for each age group.</li> <li>3. Differentiate manifestations of inflammation and infection across the life span.</li> <li>4. Outline Peri-operative care processes and standards</li> <li>5. Discuss diagnostic data used to determine sources of inflammation, infective sources and processes, and wound healing.</li> <li>6. Identify antecedents to tissue injury, damage, including existing chronic conditions that influence inflammatory processes.</li> <li>7. Describe basic nursing interventions for people experiencing injuries to tissue integrity, including surgical injuries and decubiti.</li> </ol>	<p>Pearson Mod 21, Chapt 1.3,7, 11 &amp; 16; &amp; Chapt 16. 1, 2, 3; Module 17, Chapt 13.1, 2</p> <p>Concept Analysis: Inflammation &amp; Infection</p> <p>ATI review module</p>	<p>Complete assigned readings and activities in the RELATE, REFER and REFLECT links.</p> <p>Read all references in the Week 8 BB</p> <p><b>Examination 2</b></p> <p>Simulation Lab –Patient with Surgical Wound Bacterial Infection. Include demonstration, practice, and evaluation.</p> <p>Debrief Simulation</p> <p>Reflective Journal</p>
<p>Week 9 MARCH 7-11, 2022</p>	<p><b><u>SPRING BREAK</u></b></p>	<p>SPRING BREAK</p>	<p>SPRING BREAK</p>
<p>Week 10 Date: March 15, 2022</p>	<p style="text-align: center;"><b><u>Perfusion//Clotting</u></b></p> <p><b><u>EXEMPLARS:</u></b> Hemorrhage Hemophilia Thrombocytopenia Arterial Thrombus-Emboli Venous Thrombus-Emboli Deep Vein Thrombosis Peripheral Vascular Disease</p>	<p>Pearson Mod 16; Chpts 1.2.1,2, 3 &amp; 1.3.8 &amp; 15; &amp; Chapt 12.1, 2, 3, 4</p> <p>Concept Analysis: Clotting</p>	<p>Complete assigned readings and activities in the RELATE, REFER and REFLECT links.</p> <p>Read all references in the Week 9 BB</p>

	<p>Acute Coronary Syndrome (MI) Peripheral Vascular Disease Coronary Artery Disease</p> <p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Describe the process and sequelae of hemorrhage</li> <li>2. Outline how body systems compensate for early fluid loss.</li> <li>3. Differentiate thrombus and emboli and their signs and symptoms</li> <li>4. Identify diagnostic data that are used to identify acute coronary syndrome</li> <li>5. Describe common nursing actions associated with caring for persons experiencing acute coronary syndrome</li> </ol>	ATI review module	Simulation Lab – Patient with Immune Thrombocytopenic Purpura Include demonstration, practice, and evaluation. Debrief Simulation Reflective Journal
<p>Week 11 Date: March 22, 2020</p>	<p style="text-align: center;"><b>Perfusion</b></p> <p><u>EXEMPLARS:</u> Secondary Hypertension Mitral Valve Prolapse Ischemia Congenital Heart Defects     L to R Shunt     Obstructive Lesions     Cyanotic Lesions Hypertensive Disorders of Pregnancy Stroke Congestive Heart Failure</p> <p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast primary hypertension and secondary hypertension.</li> <li>2. Discuss the long-term effects of primary hypertension.</li> <li>3. Identify manifestations of ischemia</li> <li>4. Describe diagnostic data that can identify indicators of stroke</li> <li>5. Relate processes of rehabilitation following stroke</li> </ol>	<p>Pearson Mod 16; Chpts 1.2.1,2, 3 &amp; 1.3.8 &amp; 15; &amp; Chapt 12.1, 2, 3, 4 Concept Analysis: Primary Hypertension</p> <p>ATI review module</p>	<p>Complete assigned readings and activities in the RELATE, REFER and REFLECT links. Read all references in the Week 10 BB Skills Simulation Lab – Child with Congenital Heart Defect Include demonstration, practice, and evaluation. Debrief Simulation Reflective Journal</p>
<p>Week 12 Date: March 29, 2022</p>	<p style="text-align: center;"><b>Comfort/Nociceptive/- Neuropathic/Visceral Pain</b></p> <p><u>EXEMPLARS:</u> Surgical Intervention Tissue Trauma Labor Pain Kidney Stones Diabetic Neuropathy Degenerative Disc Disease Phantom Limb Pain Diabetic Neuropathy Alcoholic Neuropathy Nerve Root Compression</p>	<p>Pearson Mod 3; Chapt 3.1, 2, 3</p> <p>Concept Analysis: Nociceptive Pain Neuropathic Pain ATI review module</p>	<p>Complete assigned readings and activities in the RELATE, REFER and REFLECT links. Read all references in the Week 11 BB Simulation Lab – Patient with Neuropathic Pain Related to Diabetes Mellitus and Alcoholism. Include demonstration, practice, and evaluation.</p>

	<p>Degenerative Disc Disease  <u>VISCERAL PAIN EXEMPLARS:</u>          Volvulus          Intussusception  <b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Differentiate nociceptive pain from neuropathic and visceral pain.</li> <li>2. Identify conditions which place a patient at risk for impaired comfort/pain.</li> <li>3. Describe how responses to pain and comfort are mediated through perception, personality, social support, culture, and spirituality.</li> <li>4. Describe holistic approaches to comfort management.</li> <li>5. Describe basic nursing interventions for people experiencing pain.</li> </ol>		<p>Debrief Simulation          Reflective Journal          Prepare for Examination #3</p>
<p>Week 13 Date: April 5, 2022</p>	<p><b>Acid-Base/Acidosis &amp; Alkalosis</b>  <u>EXEMPLARS FOR METABOLIC ACIDOSIS</u>          Salicylate Intoxication          Diabetic Ketoacidosis  <u>EXEMPLARS FOR RESIRATORY ACIDOSIS:</u>          Hypoventilation          Hypercapnia          Central Nervous System Depression          Over-sedation          Obesity          Concept Analysis: Alkalosis  <u>EXEMPLARS FOR METABOLIC ALKALOSIS:</u>          Gastro-intestinal Losses/ Vomiting or Suctioning          Hypokalemia          Antacid Ingestion  <u>EXEMPLARS FOR RESPIRATORY ALKALOSIS:</u>          Hyperventilation          High Fever          Hypoxia          High Progesterone Levels  <b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Distinguish between metabolic and respiratory alkalosis.</li> <li>2. Discuss the concept alkalosis including the pathophysiology, related terms, background and significance, and the significance to nursing.</li> <li>3. Describe regulatory functions that regulate hydrogen and bicarbonate ion concentration in the blood.</li> </ol>	<p>Pearson Mod 1           Concept Analysis:          Acidosis &amp; Alkalosis          ATI review module</p>	<p><b>Examination 3</b>          Complete assigned readings and activities in the RELATE, REFER and REFLECT links.          Read all references in the Week 12 BB Simulation Lab – Adolescent with Diabetic Ketoacidosis           Include demonstration, practice, and evaluation.          Debrief Simulation          Reflective Journal   <b>Examination #3</b></p>

	<ol style="list-style-type: none"> <li>4. Discuss clinical and empirical referents related to alkalosis.</li> <li>5. Identify key antecedents that commonly lead to an alkalotic state.</li> <li>6. Describe basic nursing interventions for people in an alkalotic state.</li> </ol>		
<p>Week 14 Date: April 12, 2022</p>	<p><b>Metabolism/Hormone Imbalances</b> <u>EXEMPLARS:</u> Diabetes Mellitus Type I Diabetes Mellitus Type II Hyperglycemia, Hyperosmolar, Non-Ketotic Syndrome (HHNKS) Gestational Diabetes Osteoporosis Acromegaly Goiter Addison Disease-Hypocortisolism Cushing Syndrome-Hypercortisolism Liver Cirrhosis <b>OBJECTIVES:</b> 1. Differentiate factors and antecedents to metabolic imbalance in age groups. 2. Relate clinical/empirical referents to common metabolic disorders. 3. Discuss diagnostic data to determine common metabolic disorders. 4. Discuss consequences of hyperglycemia on each body system. 5. Describe basic nursing interventions for people experiencing chronic metabolic disorders.</p>	<p>Pearson Mod 12; Chapt 8.1 &amp; 2 Concept Analysis: Osteoporosis ATI review module</p>	<p>Complete assigned readings and activities in the RELATE, REFER and REFLECT links. Read all references in the Week 13 BB Skills Simulation Lab – Patient with Type II Diabetes Mellitus Progressing to HHNKS Include demonstration, practice, and evaluation. Debrief Simulation Reflective Journal</p>
<p>Week 15 Date: April 19, 2022</p>	<p><b>Elimination/Altered Elimination</b> <u>EXEMPLARS:</u> Urinary Retention Extrophy of the Bladder Incontinence Benign Prostatic Hyperplasia Bowel &amp; Bladder Incontinence Constipation/Impaction Diarrhea Encopresis Urinary Calculi Colostomy Ileostomy Nephrolithiasis Nephrotic Syndrome Hypospadias C-Difficile <b>OBJECTIVES:</b> 1. Discuss the importance of elimination functions in each age group.</p>	<p>Pearson Mod 5; Chapt 1.3.1, 2 &amp; 9; &amp; Chapt 4.1, 2, 3 &amp; 4  Concept Analysis: Constipation  ATI review module</p>	<p>Complete assigned readings and activities in the RELATE, REFER and REFLECT links. Read all references in the Week 14 BB  Simulation Lab –Patient with Urinary Calculi Include demonstration, practice, and evaluation. Debrief Simulation Reflective Journal</p>

	<ol style="list-style-type: none"> <li>2. Describe how body systems compensate for challenges to elimination processes.</li> <li>3. Identify clinical referents that are altered when persons experience retention and constipation.</li> <li>4. Outline basic nursing interventions for people experiencing chronic metabolic disorders.</li> </ol>		
<p>Week 16 Date: April 26, 2022</p>	<p style="text-align: center;"><b>Mobility/Immobility</b></p> <p><u>EXEMPLARS:</u>            Bed Rest            Contractures            Back Injuries            Fractures            Disuse Syndrome            Hip Fractures            Osteoarthritis            Osteoporosis            Scoliosis            Osteogenesis Imperfecta            Congenital Musculoskeletal Abnormalities            Legg-Calve'-Perthes Disease            Cerebral Palsy            Spinal Cord Injury</p> <p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the factors that influence changes in mobility in each age group.</li> <li>2. Describe how body systems compensate for challenges to mobility.</li> <li>3. Identify clinical referents which occur in each body system that are altered when persons experience common reductions in mobility</li> <li>4. Outline basic nursing interventions for people experiencing reductions in mobility</li> </ol>	<p>Pearson Mod 13            Chapt 1.3.10 &amp; 12            &amp; Chapt 9.1, 2, 3,            &amp; 4            Concept Analysis:            Immobility</p> <p>ATI review            module</p>	<p>Complete assigned readings and activities in the RELATE, REFER and REFLECT links. Read all references in the Week 15 BB Simulation Lab – Child with Osteogenesis Imperfecta Include demonstration, practice, and evaluation. Debrief Simulation Reflective Journal</p> <p style="text-align: center;"><b>Prepare for Final Examination</b></p>
<p>Week 17 Date: May 3, 2022</p>	Final Examination	Final Examination	<b>Final Examination</b>

**COURSE EXPECTATIONS:**

**Orientation to Course:** Students will participate in course orientation and orientation to designated hospitals, community agencies and clinic settings prior to engaging in clinical learning experiences. Students are accountable to adhere to facility policies and procedures. Orientation will include a review of course skills, experiences, assignments, and clinical evaluation. Expectations regarding meeting scheduled class, clinical and laboratory sessions, attendance, and promptness will be reviewed.

## **STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS:**

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

- 1) As adult learners we are partners in learning.
- 2) Faculty members serve as a mentor, resource, guide, or coach and professional peer.
- 3) Our work and life experiences differ and serve to enrich our individual and mutual learning.
- 4) Each member of the class is committed to preparing for and successfully completing class learning activities.
- 5) Each member of the class will organize time, learning goals, work schedules, and family arrangements to fully participate in the course and assignment activities.
- 6) Each member of the class is able to use computer technology and access resources via the Internet and other mobile technologies as needed for this and other courses.

## **COMMUNICATIONS:**

- **Announcements** – Check announcements each time you log onto the course.
- **Course email** – Check course email frequently for communications and make sure that your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday-Friday.
- **Use of technology:** If you have any technical questions, problems, or concerns with Blackboard, do not spend more than 15 minutes on any technical problems. Seek help immediately. Contact 24-7 Help Desk at: 1-888-837-2882 and/or [techassist@sulross.edu](mailto:techassist@sulross.edu).
- **Responses to emails and course postings:** Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross email and, if not available, mobile phone or texting between the hours of 9 AM and 6PM if possible. Messages received on the weekends or holidays will be answered by the next working day.
- **Assignments:** Assignments will be reviewed and returned with feedback/grade within 5 days of submission.
- **Writing and use of APA:** All written assignments and bulletin board postings will be submitted using the American Psychological Association (APA) Guidelines, as indicated by faculty. <http://owl.english.purdue.edu/owl/resource/560/01>

## **ATTENDANCE AND PARTICIPATION:**

- Your attendance is expected at every class meeting, both face to face and online.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.



- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance, including responding to faculty requests or communications.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, email, or text as soon as possible and make arrangements to make up the assignments.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function may be utilized to verify student online participation.

## **RULES OF NETIQUETTE:**

The term “netiquette” refers to written and unwritten rules regarding appropriate communication on the Internet. It primarily applies to your interactions on the course Discussion Board, assignments both individual and group, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be courteous and respectful to students and faculty in the course.
  - a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view.
  - b. Be careful with the tone of what you are communicating, i. e., sarcasm and subtle humor; one person’s joke may be another person’s insult.
  - c. Do not use all caps in the message box (it is considered shouting).
  - d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.
3. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed.
4. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.
  - a. Use a meaningful title in the Subject line. For e-mail, include course number.
  - b. Use the person’s name you are writing to as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
  - c. Close the posting by writing your full name at the end of the message.
5. Discussion Boards are public, and the University archives all materials. Do not post anything too personal as all students in the class and your instructor will see what you write.
  - a. Keep the messages you post to the Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your point-of-view.
  - b. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
  - c. When posting a response, make sure you identify the post to which you are responding.

- d. If the topic you plan to address is covered in an existing thread, do not start a new thread.
  - e. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
  - f. Try not to lurk, meaning you are just reading and not participating.
6. Quality of online communications/postings is important.
- a. It is not acceptable to present work or ideas of others as your own. Use APA format when you quote directly from a source—use quotation marks and provide the original author’s name, year, and page or location in the body of the narrative; when you paraphrase a source—using your own words to explain your understanding of another’s ideas or work—provide author and year in the body of the narrative. At the end of the posting provide the complete reference using APA format.
  - b. If the posting is going to be long, use paragraphs.
  - c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms.
  - d. Just as you would proofread a formal paper, before posting:
    - i. Read what you have written for content;
    - ii. Rethink what you have written for tone;
    - iii. Reread what you have written for organization and coherence; and
    - iv. Revise what you have written for grammar, punctuation and mechanics.
    - v. Once you submit your work, discussion, or e-mail, you cannot change what you have written.
7. Don’t send large files, since someone may have a relatively slow internet connection.
8. Be sure to check for viruses when sending files.
9. Be patient if you do not get an immediate response to your postings as others may be on a different schedule. If it is urgent, you can contact other students or faculty by e-mail, phone, or text.

