

DEPARTMENT OF NURSING
NUR 4415
Patient Centered Concepts Across the Life Span III
Spring Senior Year

SEMESTER HOURS: 4 Credit Hours (3 Credit Hours of Didactic and 1 Credit hour of Clinical)

CONTACT HOURS: 7 Contact Hours/Week

CLINICAL HOURS: 4 Hours Skills/Simulation Laboratory /Week

Level: Senior

PREREQUISITES: Successful completion of NUR 4414 and 4542

FACULTY INFORMATION:

Name: Rebecca Lewis, RN/FNPBC

Contact Information: 940-626-9519

Office Hours:

Hours available via e-mail: M-F 8am-5pm

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M-F 8am-5pm

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COURSE DESCRIPTION:

Progression to advanced health/illness conditions is the focus of this course for each component of nursing care across all ages in the life span. Understanding biological changes consistent with advancing conditions, including influences of behavioral, psychological, cultural, environmental, and ethnic variables are incorporated in this course. Simulation-lab experiences provide the opportunity to demonstrate planning and implementation of nursing care for life-threatening conditions in all ages. Contrary cases which depict conditions of differential diagnosis challenge nursing-management skills.

COURSE OBJECTIVES:

MEMBER OF THE PROFESSION

1. Discuss the value of current literature related to designated biophysical and pathophysiological, advanced, health-care concepts.
2. Incorporate standards of practice for the professional nursing role when providing holistic, culturally sensitive, evidence-based care for individuals and families who are critically ill or in life-threatening situations, such as disasters.
3. Demonstrate responsibility for continued competence in nursing practice.
4. Develop insight through reflection, self-analysis, self-care, and life-long learning

PROVIDER OF PATIENT-CENTERED CARE

5. Utilize a systematic process to analyze selected, advanced, health-care concepts across the life span.
6. Describe and evaluate nursing management for selected, advanced, health-care concepts.
7. Apply learned concepts to exemplars that reflect advanced health-care conditions (status).

8. Analyze the interrelatedness of health-care concepts which support clinical judgments for optimum patient-care outcomes in patients across the life span.
9. Incorporate acquired knowledge and skills in addressing critical and life-threatening situations for individuals and communities.
10. Discuss desired actions, side effects, rationale, and nursing implications of pharmacological agents used in the care of patients with advanced health needs involving multiple body systems.
11. Create teaching, discharge, and referral plans for patients to facilitate adaptation to health needs involving multiple body systems.
12. Discuss economic, cultural, and political issues influencing care of patients with advanced health needs.

PATIENT SAFETY ADVOCATE

13. Use safety alerts and decision supports to prevent harmful occurrences to patients, families, and/or staff during the care of patients.
14. Recognize clinical conditions that require notification of EMS or Rapid Response Teams.
15. Demonstrate safe use of monitoring devices, including the crash cart, AED, and/or LifePak.
16. Describe elements of disaster planning and preparedness activities in the community.

MEMBER OF THE HEALTH CARE TEAM

17. Communicate issues related to exemplars for each concept to health-team members.
18. Identify a variety of community resources that assist patients with advanced health problems.
19. Employ collaborative communication principles when working with community groups and organizations to address disaster preparedness and prevention.

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 Dr. Jeanne Qvarnstrom, AVP 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 students' progress through the educational program. Students hone their research and communication skills through assignments and activities in multiple classes.

REQUIRED REFERENCES:

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

Recommended

Drug Reference Handbook. Current Edition.

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING AND EXPECTATIONS:

LEARNING ACTIVITIES:

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

Students will prepare for class discussion and activities by reading each assignment with focus on the concept analysis provided. 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 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 patients which will assist in the planning and delivery of pertinent, individualized care for the experienced concept.

LEARNING ACTIVITIES:

Class Participation/Discussion

Students will engage in classroom and field 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 the dialogue using critical thinking, clinical reasoning, and ethical comportment.

Clinical Skills Competency Evaluation

Clinical nursing skills will be addressed in the skills lab for demonstration, practice, and evaluation. Each student must successfully complete all pass-fail skills and clinical experiences, including return demonstrations to receive credit for evaluation of designated nursing skills competencies. 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 be reported for potential failure of that nursing course.

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 and ethics, in self or practice, and being mindful of self while in or following field experiences.

Professional Paper

This learning activity provides students with the opportunity to identify an issue related to disasters or emergencies important to the rural border community and to develop talking points to be used when presenting on the issue.

Class Presentation

This activity allows students to present talking points from their analysis and to summarize the role of the professional nurse when addressing emergent disasters in rural/border communities. Students will create a PowerPoint presentation for this class.

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, 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 identified in the weekly modules and located in the appendix of this syllabus. Achievable points for assignments will be totaled and calculated into the grade according to the percentage specified.

2. Summary of Measure for Evaluation:

<u>Course Requirements</u>	<u>Percentage</u>
Class Discussion	10%
Skills Lab Activities	20%
Examinations	20%
Completion of Body System Competencies (All Ages)	10%
Simulation Lab Activities	20%
Clinical Experiences	20%
Total Points	100%

3. Calculation of Final Grade:

The final grade is derived as a summary of the points delineated on specific rubrics assignments and participation. The final letter grade will follow the program grading scale:

Grading Scale

A = 90-100

B = 80-89

C = 75-79

D = 69-74

F = 69 OR BELOW

POLICIES FOR EXAMS AND ASSIGNMENTS (as appropriate for the course):

A minimum average of 80% must be achieved on examinations to receive a passing grade for the course. This will include three (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, followed with a meeting with the Success Counselor. 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 will be initiated to follow student progress.

Testing/Assessments:

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.

ADA Statement:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is the policy of SRSU to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class and to give accommodation letter to each instructor.

Alpine students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email Rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is PO Box C122, Sul Ross State University, Alpine, Texas 79832.

Library Information

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your Lobo ID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-737-8123).

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ros are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined in the SRSU website.

Directions for filing a student complaint are located in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and an open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, and personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of Covid, economically disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of SRSU to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please do not hesitate to come and talk with me. I want to be a resource for you.

COURSE SCHEDULE

NUR 4415 PATIENT CENTERED CONCEPTS ACROSS THE LIFE SPAN III

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

Week Date	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
1 Date	<p style="text-align: center;">Course Introduction Violence</p> <p>EXEMPLARS: Anger Aggression Assault Homicide Rape</p> <p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Discuss each component of the concept analysis for violence across the life span. 2. Describe how responses to violence are mediated through perception, personality, social support, culture, and spirituality. 3. Describe the clinical presentation of violence. 4. Give examples of symptoms associated with manifestations of violence. 5. Identify a stepwise process depicting how violence may lead to physiological and/or behavioral disorders. 6. Describe short- and long-term physiological consequences of violence. 7. Identify basic nursing interventions for persons experiencing violent behaviors. 	<p>Syllabus</p> <p>Resources in BB posted in Module 1</p> <p>Pearson Mod 26, 31, 32</p> <p>Halter Ch 26, 27, 28, 29</p>	<p>Prior to class, complete the following activities:</p> <ol style="list-style-type: none"> 1. Read the entire syllabus and mark areas of concern or statements that are unclear to you. 2. Review the concept analysis guidelines. 3. Review simulation lab guidelines in the student handbook 4. Discuss orientation activities for the skills & simulation lab. 5. Begin activities in skills lab <p>Meets objective 1-7</p>
2 Date	<p style="text-align: center;">Abuse</p> <p>EXEMPLARS: Child Abuse Intimate Partner Violence Elder Abuse Rape-Trauma Syndrome Bullying Suicide</p> <p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Identify factors contributing to abuse across the life span. 2. Describe how responses to abuse are mediated through perception, personality, social support, culture, and spirituality. 3. Discuss each component of the concept analysis for abuse across the life span. 4. Describe the clinical presentation of abuse 5. Give examples of symptoms associated with manifestations of abuse. 6. Identify a stepwise process depicting how abuse may lead to physiological and/or behavioral disorders. 7. Describe short- and long-term physiological consequences of abuse. 8. Identify basic nursing interventions for persons experiencing abuse. 	<p>Pearson Mod 26, 31, 32</p> <p>Halter Ch 25, 27, 28, 29</p> <p>Concept Analysis: Abuse</p>	<p>Skills Simulation Lab - Include demonstration, practice, and evaluation.</p> <p>Debrief Simulation</p> <p>Reflective Journal</p> <p>Discuss Objectives</p> <p>1-8 to meet goals</p>

	9. Role play a situation demonstrating elements of bullying behavior and responses to de-escalate situation.		
3 Date	<p style="text-align: center;">Dysfunctional Self</p> <p>EXEMPLARS: Personality Disorders Anorexia Nervosa Bulimia Binge Eating Self-Injury</p> <p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Identify factors contributing to dysfunctional self-perception across the life span. 2. Describe how responses to dysfunctional self-perception are mediated through perception, personality, social support, culture, and spirituality. 3. Discuss each component of the concept analysis for dysfunctional self-perception across the life span. 4. Describe the clinical presentation of dysfunctional self-perception. 5. Give examples of symptoms associated with manifestations of dysfunctional self-perception. 6. Identify a stepwise process depicting how dysfunctional self-perception may lead to physiological and/or behavioral disorders. 7. Describe short- and long-term physiological consequences of dysfunctional self-perception. 8. Identify basic nursing interventions for persons experiencing dysfunctional self-perception. 	Pearson Mod 28, 29, 31 Halter Ch 18, 21, 24, 25 Concept Analysis: Altered Body Image	Read all references in Week 3 BB Skills Simulation Lab - Include demonstration, practice, and evaluation. Debrief Simulation Reflective Journal Discuss Objectives 1-8 to meet goals
4 Date	<p style="text-align: center;">Sexuality</p> <p>EXEMPLARS: Family Planning Sexual Development Genetic Disorders Menstrual Dysfunction Menopause Gender Dysphoria Erectile Dysfunction Cryptorchidism Sexuality Transmitted Infections Sexually Transmitted Infections Cancer Screenings for Reproductive Structures</p> <p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Identify factors contributing to sexuality across the life span. 2. Identify role and risk of genetic testing and application related to reproductive structures and sexuality. 3. Describe how responses to sexuality are mediated through perception, personality, social support, culture, and spirituality. 4. Discuss each component of the concept analysis for sexuality across the life span. 5. Describe the clinical presentation of a person's expression of sexuality. 6. Give examples of symptoms associated with manifestations of sexual dysfunction. 	Pearson Mod 19, 33 Halter Ch 20 Concept Analysis: Infertility	Skills Simulation Lab - Include demonstration, practice, and evaluation. Debrief Simulation Reflective Journal Discuss and meet objectives 1-9

	<p>7. Identify a stepwise process depicting how sexual dysfunction may lead to physiological and/or behavioral disorders.</p> <p>8. Describe short- and long-term physiological consequences of sexual dysfunction.</p> <p>9. Identify basic nursing interventions for persons experiencing sexual dysfunction.</p>		
5 Date	<p style="text-align: center;">Oxygenation</p> <p>EXEMPLARS: Pulmonary Edema Pulmonary Emboli Pulmonary Hypertension Sudden Infant Death Syndrome (SIDS) Pulmonary Failure Inhalation Injury Acid/Base Interpretation Lactic Acidosis</p> <p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Identify factors/antecedents that contribute to Pulmonary Function. 2. Discuss diagnostic data used to identify pulmonary dysfunction. 3. Discuss consequences of pulmonary dysfunction on the human body. 4. Discuss diagnostic data which differentiates clinical referents from empirical referents. 5. Analyze conditions (antecedents) that place a patient at risk for hypoxia. 6. Identify nursing interventions for persons experiencing pulmonary dysfunction. 	<p>Pearson Mod 15; Ch 1.2.4; 1.3.14; 18; & Ch 11.1, 2, 3, 4, 5, 6</p> <p>Concept Analysis: Pulmonary Edema</p> <p>ATI Review Module— Fundamental Gas Exchange and Oxygenation</p>	<p>Skills Simulation Lab - Include demonstration, practice, and evaluation.</p> <p>Debrief Simulation</p> <p>Reflective Journal</p> <p>Examination 1</p> <p>Discuss and meet objectives 1-6</p>
6 Date	<p style="text-align: center;">Intracranial Regulation/ Dysregulation</p> <p>EXEMPLARS: Headaches & Migraines Syncope Ataxia-Telangiectasia Seizure Disorders Status Epilepticus Hydrocephalus Brain Tumors</p> <p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Identify factors/antecedents that contribute to Intracranial Regulation. 2. Discuss diagnostic data used to identify intracranial dysregulation. 3. Discuss consequences of intracranial dysregulation on the human body. 4. Discuss diagnostic data which differentiates clinical referents from empirical referents. 5. Analyze conditions (antecedents) that place a patient at risk for intracranial dysregulation. 6. Identify nursing interventions for persons experiencing intracranial dysregulation. 	<p>Pearson Mod 11 Ch 1.3.13 & Ch 7</p> <p>Concept Analysis: Increased Intracranial Pressure (IICP)</p> <p>ATI Review Module— Neurocognitive Disorders, a video case study</p>	<p>Read all references in Week 6 BB</p> <p>Skills Simulation Lab - Include demonstration, practice, and evaluation.</p> <p>Debrief Simulation</p> <p>Discuss and meets objective 1-6</p> <p>Reflective Journal</p>
7 Date	<p style="text-align: center;">Intracranial Regulation/ Dysregulation</p> <p>EXEMPLARS: Closed Head Injury Traumatic Brain Injury</p>	<p>Pearson Mod 11; Ch 1.3.13 & Ch 7</p>	<p>Read all references in Week 7 BB</p>

	<p>Pediatric Stroke Stroke Syndrome Multiple Sclerosis Muscular Dystrophy Myasthenia Gravis Huntington's Chorea ALS</p> <p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Identify factors/antecedents that contribute to intracranial dysregulation. 2. Describe the role of genetics in intracranial dysregulation. 3. Discuss diagnostic data used to identify intracranial dysregulation. 4. Discuss consequences of intracranial dysregulation on the human body. 5. Discuss diagnostic data which differentiates clinical referents from empirical referents. 6. Analyze conditions (antecedents) that place a patient at risk for intracranial dysregulation. 7. Identify nursing interventions for persons experiencing intracranial dysregulation. 		<p>Skills Simulation Lab - Include demonstration, practice, and evaluation. Debrief Simulation</p> <p>Reflective Journal</p> <p>Professional paper due</p> <p>Discuss disaster and emergencies and present paper</p> <p>Discuss and meet objectives 1-7</p>
<p>8 Date</p>	<p>Tissue Integrity/Burn Injury</p> <p>EXEMPLARS: Types of Burn Injury Classification of Burn Injury Emergent Period Resuscitative Period Wound Management Types of Grafting Rehabilitation</p> <p>OBJECTIVES:</p> <ol style="list-style-type: none"> 7. Discuss the progression of wound healing as the process occurs with burn injury across the life span. 8. Describe the basic stages of wound healing, related clinical/empirical referents, and associated time intervals for each age group. 9. Discuss diagnostic data used to evaluate process of burn- wound healing. 10. Identify antecedents to tissue injury and damage, including existing chronic conditions that influence burn-wound healing. 11. Describe basic nursing interventions for people in burn-wound healing 	<p>Pearson Mod 21; Ch 1.3, 7, 11, & 16; & Ch 16.1, 2, 3; Module 17, Ch 13.1, 2</p> <p>Concept Analysis: Altered Wound Healing</p>	<p>Complete assigned readings and activities</p> <p>Read all references in Week 8 BB</p> <p>Skills Simulation Lab - Include demonstration, practice, and evaluation.</p> <p>Debrief Simulation</p> <p>Reflective Journal</p> <p>Discuss and meet objectives 1-5</p>

<p>9 Date</p>	<p align="center">Metabolism/Multisystem Failure</p> <p>EXEMPLARS: <i>Multi-Organ Dysfunction Syndrome (MODS)</i> Disseminated Intravascular Coagulation (DIC) Tetralogy of Fallot Sickle Cell Crisis Endocarditis Wernicke's Encephalopathy</p> <p>OBJECTIVES: 6. Identify factors/antecedents which may contribute to multisystem failure. 7. Relate clinical/empirical referents to multisystem failure.</p>	<p>Pearson Mod 12 Ch 8.1 & 2</p> <p>Concept Analysis: Hypermetabolism</p>	<p>Complete assigned readings and activities</p> <p>Read all references in Week 9 BB</p> <p>Skills Simulation Lab - Include demonstration, practice, and evaluation.</p> <p>Debrief Simulation</p> <p>Reflective Journal</p> <p>Examination 2 Discuss and meet objectives 1-5</p>
	<p>8. Discuss diagnostic data used to identify multisystem failure. 9. Discuss consequences of multisystem failure on the human body. 10. Identify nursing interventions for persons experiencing multisystem failure.</p>		
<p>10 Date</p>	<p align="center">Perfusion</p> <p>EXEMPLARS: Cardiomyopathy Shock Syndromes: Cardiogenic Neurogenic Hypovolemic Distributive Shock Septic Shock Obstructive Shock Tetralogy of Fallot</p> <p>OBJECTIVES: 8. Distinguish between sources of decreased cardiac output. 9. Discuss the concept of cardiac input and output including the pathophysiology, related terms, background and significance, and the significance to nursing. 10. Discuss clinical and empirical referents related to decreased cardiac output. 11. Identify key antecedents that commonly lead to decreased cardiac output and cardiac dysrhythmias. 12. Analyze conditions which place a patient at risk for decreased cardiac output. 13. Discuss how assessment methods and diagnostic data can lead to identification of decreased cardiac output. 14. Describe basic nursing interventions for people experiencing decreased cardiac output.</p>	<p>Pearson Mod 16; Ch 1.2.1, 2, 3 & 1.3.8 & 15; & Ch 12.1, 2, 3, 4</p> <p>Concept Analysis: Decreased Cardiac Output</p> <p>ATI Review Module— Pharm made easy— Cardiovascular</p> <p>Mid term in ATI</p>	<p>Complete assigned readings and activities</p> <p>Read all references in Week 10 BB</p> <p>Skills Simulation Lab - Include demonstration, practice, and evaluation.</p> <p>Debrief Simulation</p> <p>Reflective Journal</p> <p>Discuss and meet objectives 1-7</p>

<p>11 Date</p>	<p style="text-align: center;">Acid-Base Balance</p> <p><u>Exemplars For Respiratory Acidosis:</u> Acute Pulmonary Edema Chest Wall Disorders Trauma Pulmonary Infections</p> <p><u>Exemplars For Metabolic Acidosis:</u> Diabetic Ketoacidosis (DKA) Hyperglycemic, Hyperosmolar, Non-Ketotic Syndrome (HHNKS) Renal Failure Liver Failure</p> <p><u>Exemplars For Respiratory Alkalosis:</u> Mechanical Ventilation Gram-Negative Bacteremia Thyrotoxicosis Encephalitis</p> <p><u>Exemplars For Metabolic Alkalosis:</u> Cushing Syndrome Aldosteronism Parenteral Na Bicarb Infusion</p> <p>OBJECTIVES:</p> <p>1. Define the biophysical concept of acid-base balance.</p>	<p>Pearson Mod 1</p> <p>Concept Analysis: Sepsis</p> <p>ATI Review Module— video case study</p>	<p>Complete assigned readings and activities</p> <p>Read all references in Week 11 BB</p> <p>Skills Simulation Lab - Include demonstration, practice, and evaluation.</p> <p>Debrief Simulation</p> <p>Reflective Journal</p> <p>Discuss and meet objectives 1-8</p>
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	<ol style="list-style-type: none"> 2. Distinguish between acid-base balance influenced by respiratory and metabolic shifts. 3. Discuss the concept of acid-base balance, including the pathophysiology, related terms, background and significance, and the significance to nursing. 4. Discuss clinical and empirical referents related to shifts in acid-base balance. 5. Identify key antecedents that commonly lead to shifts in acid-base balance. 6. Analyze conditions that place a patient at risk for shifts in acid-base balance. 7. Discuss how assessment methods and diagnostic data can lead to identification of shifts in acid-base balance. 8. Describe basic nursing interventions for people experiencing shifts in acid-base balance. 		
<p>12 Date</p>	<p style="text-align: center;">RESPONDING TO ENVIRONMENTAL CHALLENGES</p> <p>EXEMPLARS: Review of Community Assessment Disaster Factors Unique to Rural/Frontier Regions Disaster Preparedness Exposure & Environmental Control Inhaled & Contact Pesticides & Herbicides Snake Bites Animal Contact Hypothermia in Infants Hypothermia in Adults Hypothermia in Elderly</p>	<p>Pearson Mod 32, 39, 46, 47 and Mod 20; Ch 1. 2.5.</p> <p>Halter Ch 26</p> <p>Concept Analysis: Trauma or Disaster Preparedness</p>	<p>Complete assigned readings and activities</p> <p>Read all references in Week 12 BB</p> <p>Skills Simulation Lab - Include demonstration, practice, and evaluation.</p> <p>Debrief Simulation</p> <p>Reflective Journal</p> <p>Discuss and meet objectives 1-7</p>

	<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Define the concept of environmental challenges. 2. Distinguish between environmental threats and preparedness. 3. Discuss the background associated with disasters in the rural border community and the significance to nursing. 4. Identify key antecedents that commonly lead to potential environmental challenges or threats. 5. Analyze conditions that place a community at risk for environmental threats. 6. Discuss how assessment methods and diagnostic data can lead to disaster prevention and preparedness. 7. Describe the role of nursing in preparing for or preventing environmental disasters. 		
13 Date	<p>MASS CASUALTY RESPONSE</p> <p>EXEMPLARS: Disaster Response & Evaluation Disaster Recovery Bioterrorism Disaster Drill</p> <p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Define the concept of Mass Casualty. 2. Distinguish between disaster response and recovery. 	<p>Pearson Mod 32, 39, 46, 47</p> <p>Halter Ch 26</p> <p>Concept Analysis: Mass Casualty</p>	<p>Complete assigned readings and activities</p> <p>Read all references in Week 13 BB</p> <p>Skills Simulation Lab - Include demonstration, practice, and evaluation.</p> <p>Debrief Simulation</p> <p>Reflective Journal</p>
	<ol style="list-style-type: none"> 3. Discuss the background associated with the impact of bioterrorism in the rural border community and the significance to nursing. 4. Identify key antecedents that commonly lead to preparing for disaster planning and recovery. 5. Analyze conditions that place a community at risk for disasters. 6. Discuss how assessment methods and diagnostic data can lead to disaster prevention and preparedness. 7. Describe the role of nursing in preparing for or preventing environmental disasters. 		<p>Examination 3</p> <p>Discuss and meet objectives 1-7</p>

<p>14 Date</p>	<p align="center">Pre-Code/Code Situations</p> <p>EXEMPLARS: Anaphylaxis Malignant Hyperthermia Organ Replacement Rejection Cardiac Failure Respiratory Failure</p> <p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Define the concept of code status. 2. Distinguish between pre-code and code situations. 3. Discuss the pathophysiology, background-associated pre-code and code situations in the rural border community, and the significance to nursing. 4. Identify key antecedents that commonly lead to preparing for pre-code and code situations. 5. Analyze conditions that place a community at risk for pre-code and code situations. 6. Discuss how assessment methods and diagnostic data can lead to the pre-code and code situations. 7. Describe the role of nursing in preparing for pre-code and code situations. 	<p>Pearson Mod 16, 32</p> <p>Halter Ch 26</p> <p>Concept Analysis: Code Status</p>	<p>Read all references in Week 14 BB</p> <p>Skills Simulation Lab - Include demonstration, practice, and evaluation.</p> <p>Debrief Simulation</p> <p>Reflective Journal</p> <p>Due</p> <p>Discuss and meet</p> <p>Objectives 1-7</p>
<p>15 Date</p>	<p align="center">Concept Review Selected by Students</p> <p><i>Focus:</i> Predictability Prioritization Reflection</p>	<p>ATI Review Module-- Final</p>	<p>Complete assigned readings and activities</p> <p>Read all references in Week 15 BB</p> <p>Skills Simulation Lab - Include demonstration, practice, and evaluation.</p> <p>Debrief Simulation Reflective Journal</p> <p>CBC Final</p>
<p>16 Date</p>			<p>Final Examination</p>

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.
- **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.

MANDATORY UNIVERSITY STATEMENTS:

Academic Honesty Policy: The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.

4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Associate Provost/Dean, and eventually to the Provost and Vice President for Academic Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.

In the case of flagrant or repeated violations, the Vice President for Academic Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT:

Sul Ross State University is committed to compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Qualified students with disabilities needing academic or other accommodations to facilitate full participation in our programs, services and activities should contact the Accessibilities Coordinator, Ferguson Hall Room 112, Monday – Friday 8:00 a.m. – 5:00 p.m., 432-837-8203 at the Alpine campus. At the Uvalde Campus, Room C102, Monday – Friday 8:00 a.m.-5:00 p.m.

ONLINE COURSES:

Web courses (offered online) are not self-paced and require considerable work in order to meet requirements. Students should be prepared to devote approximately 12 hours per week to accomplish the work required for a 3-hour class (i.e. student should devote approximately the same study time for an online course as would be spent in a regular class with outside work

requirements—a measure generally calculated at 3 hours outside work for each hours in class.) Students MUST have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays.

DISTANCE EDUCATION STATEMENT:

Students enrolled in distance-education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance- education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

GENERAL CAMPUS REGULATIONS AND CONDUCT:

All students are expected to conduct themselves in a manner consistent with the University's functions as an educational institution. It is also expected that all students who enroll at Sul Ross State University agree to assume the responsibilities of citizenship in the university community. Association in such a university community is purely voluntary, and any student may resign from it at any time when he/she considers the obligation of membership disproportionate to the benefits. All students are subject to University authority, and those students whose conduct is not within the policies of the University rules and regulations are subject to dismissal. Students are responsible for abiding by all published University rules and regulations. Failure to read publications will not excuse the student from the requirements and regulations described therein. The SRSU Student Handbook and other official University publications outline specific regulations and requirements.

PARTICIPATION/DISCUSSION RUBRIC

CRITERIA	Performance Indicators			
	Proficient	Competent	Substantive Area for Improvement	Unsatisfactory Work
<p><u>Content</u></p> <p>Information in the posting is relevant to the assigned questions and demonstrates student learning.</p>	<p>Responds to discussion questions with a clear understanding of the focus of study in the module.</p> <p>Posting & responses meet all the requirements of the discussion instruction</p> <p style="text-align: center;">25 Points</p>	<p>Responds to discussion questions but with minor confusion about the focus of study in the module.</p> <p>Posting & responses meet most of the requirements of the discussion instructions</p> <p style="text-align: center;">20 Points</p>	<p>Responds to 1 or more discussion questions with major confusion about the focus of study in the module.</p> <p>Or</p> <p>Provides some answers but fails to respond to discussion questions as directed in the Forum. Posting & responses meet some of the requirements of the discussion instructions.</p> <p style="text-align: center;">10 Points</p>	<p>The discussion questions are not answered.</p> <p>Or</p> <p>Responses have no connection to the questions.</p> <p>Posting & responses meet few/none of the discussion instructions.</p> <p style="text-align: center;">0 Points</p>
<p><u>Scholarly Presentation</u></p> <p>Writing style allows for clear communication of thoughts through logical presentation of ideas with correct spelling, grammar, and punctuation (SGP).</p>	<p>Thoughts are logically organized at the paragraph level without errors in SGP.</p> <p style="text-align: center;">5 Points</p>	<p>Thoughts are logically organized at the paragraph level with no more than 3 errors in SG</p> <p style="text-align: center;">10 Points</p>	<p>Thoughts are logically organized at the paragraph level with no more than 4 errors in SGP.</p> <p>&/Or</p> <p>Thoughts show limited logical organization between ideas.</p> <p style="text-align: center;">5 Points</p>	<p>Thoughts show no logical organization in the paragraph.</p> <p>&/ Or</p> <p>Postings contain in excess of 4 errors in SGP.</p> <p style="text-align: center;">0 Points</p>
<p><u>Engagement</u></p> <p>Student engagement in discussion occurs through use of thoughtful replies to the postings of other students.</p>	<p>Replies in the forum to 2 peers in a thoughtful, reflective, and respectful manner.</p> <p style="text-align: center;">20 Points</p>	<p>Replies in the forum to 1 peer in a thoughtful, reflective, and respectful manner.</p> <p style="text-align: center;">10 Points</p>	<p>Gives a limited reply to peers in a respectful manner.</p> <p style="text-align: center;">5 Points</p>	<p>No replies to any postings.</p> <p>&/ Or</p> <p>Replies are clearly disrespectful.</p> <p style="text-align: center;">0 Points</p>
<p><u>Citations/APA</u></p> <p>Ideas are supported by proper citation and use of references following APA format.</p>	<p>Postings incorporate citations and references following APA format with only 1 error.</p> <p style="text-align: center;">20 Points</p>	<p>Postings incorporate citations and references following APA format with no more than 2 errors.</p> <p style="text-align: center;">15 Points</p>	<p>Postings incorporate citations and references following APA format with no more than 3 errors.</p> <p style="text-align: center;">10 Points</p>	<p>Postings include three or more errors in APA format.</p> <p style="text-align: center;">5 Points</p>
<p><u>Literature/Evidence</u></p> <p>Ideas are supported by student-conducted research from sources outside the required course material.</p>	<p>Postings and replies are supported by more than <u>two</u> outside references in addition to required readings.</p> <p style="text-align: center;">20 Points</p>	<p>Postings and replies are supported by <u>one</u> outside reference in addition to required readings.</p> <p style="text-align: center;">10 Points</p>	<p>Postings and/or replies are <u>only</u> supported by required readings.</p> <p style="text-align: center;">5 Points</p>	<p>Postings and replies are not supported by any evidence.</p> <p style="text-align: center;">0 Points</p>

Rubric for Reflective Journal Writing

Student Name:		Date:		
Task Description: Using the model for reflection, each week, the student will make a reflective journal entry regarding a particular learning activity or experience in class or other settings that demonstrates nursing values and principles and how this activity impacted the student's understanding of professional nursing.				
Criteria	Exemplary	Accomplished	Developing	Beginning
Retelling of Experience	<input type="checkbox"/> Detailed explanation of experience <input type="checkbox"/> Specific descriptors of observations during experience <input type="checkbox"/> Writing is highly organized with logical sequence	<input type="checkbox"/> Clear explanation of experience <input type="checkbox"/> Objective observation of experience <input type="checkbox"/> Organization is clear and easy to follow	<input type="checkbox"/> Somewhat clear explanation of experience <input type="checkbox"/> Somewhat objective observation of experience <input type="checkbox"/> Minimal organization	<input type="checkbox"/> Vague explanation of experience <input type="checkbox"/> Non-objective observation of experience <input type="checkbox"/> No organization evident; confusing
Reflections/ Personal Response	<input type="checkbox"/> Reflects well on own work <input type="checkbox"/> Provides many examples	<input type="checkbox"/> Reflects on own work <input type="checkbox"/> Provides examples	<input type="checkbox"/> Some reflection on own work <input type="checkbox"/> Provides few examples	<input type="checkbox"/> Little reflection on own work <input type="checkbox"/> Provides very few or no examples
Relevance to Classroom Concepts or Personal Experience	<input type="checkbox"/> Student listens well in different contexts; relates observations to classroom concepts and/or personal experiences	<input type="checkbox"/> Student listens in class; relates some observations to classroom concepts and/or personal experiences	<input type="checkbox"/> Makes minimal reference to what is heard in class or to personal experience	<input type="checkbox"/> Makes no reference to what is heard in class or personal experiences
Analysis of Experience	<input type="checkbox"/> Makes many inferences <input type="checkbox"/> Comprehends deeper meanings <input type="checkbox"/> High level of critical thinking expressed	<input type="checkbox"/> Makes inferences most of the time <input type="checkbox"/> Usually comprehends deeper meanings <input type="checkbox"/> Some critical thinking expressed	<input type="checkbox"/> Some inferences are made <input type="checkbox"/> Comprehends surface level meaning <input type="checkbox"/> Minimal critical thinking expressed	<input type="checkbox"/> Few or no inferences are made <input type="checkbox"/> No comprehension or reflection on assignment <input type="checkbox"/> Little or no evidence of critical thinking
Effort on Assignment	<input type="checkbox"/> Obvious, detailed effort on assignment <input type="checkbox"/> Neat, legible handwriting	<input type="checkbox"/> Acceptable effort on all parts of the assignment <input type="checkbox"/> Legible handwriting	<input type="checkbox"/> Some effort on assignment <input type="checkbox"/> Readable handwriting	<input type="checkbox"/> Little or no effort on assignment <input type="checkbox"/> Illegible handwriting
Faculty Feedback				

Professional Paper Grading Rubric

Student: _____ Date _____

Section			
Introduction Hey!! 15=____	Describes subject and goal of paper Points 10-15	Describes topic Points 1-9	Topic not defined Points 0
Body See!! 50=____	Addresses the following: 1. Building and maintaining clinical competence. 2. Building and maintaining professional leadership. Points 40-50	Partially responds to questions. Points 1-39	Fails to address questions Points 0
Summary So!! 15=____	Succinct summary of topic Points 10-15	General comments about the subject Points 1-9	Does not fully address topic and issues Points 0
Format 20=____	Adheres to APA* format with cover page, body not to exceed two (2) pages, double-spaced in 12-point font. References formatted by APA. Points 15-20	Partially adheres to APA format Points 1-14	Fails to adhere to APA format Points 0
Total 100			

*Use OWL or comparable reference for APA format.

PRESENTATION RUBRIC

Evaluating Student Presentations					
	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence the audience can follow.	Student presents information in logical, interesting sequence the audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only basic questions.	Student is at ease with information, answers questions briefly and does not elaborate.	Student demonstrates extensive knowledge, answers all questions thoroughly with elaboration.	
Graphics	Student uses excessive graphics or no graphics	Student's use of graphics limited, rarely supports text and presentation.	Student's appropriate use of graphics relates to text and presentation.	Student's graphics illustrate and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Student's presentation has three misspellings and/or grammatical errors.	Student's presentation has no more than two misspellings and/or grammatical errors.	Student's presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of script; makes no eye contact with audience.	Student mostly reads script and makes occasional eye contact.	Student frequently refers to script and makes frequent eye contact.	Student seldom refers to script and maintains eye contact with audience.	
Speech	Student mumbles, speaks too quietly for students in class to hear; student pronounces words incorrectly.	Student's voice is low; some students in class have difficulty hearing; student pronounces several words incorrectly.	Student's voice is clear. Most audience members can hear presentation; student pronounces most words correctly.	Student uses a clear voice; all students can hear presentation; student pronounces words precisely and correctly.	
				Total Points:	

SKILLS COMPETENCY ASSESSMENT FORM

Student: _____ Semester: _____

Preceptor _____

Faculty: _____

Instructions: Students will be evaluated wherever clinical activities occur. Clinical activities occur in Nursing Skills and Simulation Laboratory and agencies.

Scale of 4 to 0 using the following:

- 4 = Accomplished (routinely and consistently demonstrates competency);
- 3= Proficient (demonstrates competency in most situations);
- 2= Evolving (demonstrates basic competency with faculty/preceptor support or reminders)
- 1= Developing (Requires direction or support in order to carry out basic competency)
- 0 = Unsafe (Unable to demonstrate competencies without direct monitoring or instruction)
- CI = Critical Incidence (requires completion of a critical incident report)

All skills must be Proficient or Evolving for each course competency at the summative evaluation. Skills evaluated as “**Developing**” or “**Unsafe**” during any formative evaluation will require the student to successfully complete a Learning Contract in conjunction with the student’s clinical faculty. The student is required to complete a self-evaluation using this form **prior to** the evaluation appointment with the faculty. The Contract form may be copied.

The skills on the following list are expected to be mastered at level 3 or 4 by the end of the course. Once the skill is demonstrated as mastered the score and date are entered into the chart.

Learning Contract

Student _____ Faculty _____

Concern:

Skill Attempt 1 2 3

Objectives (What am I going to learn?)	
Strategies and Resources (How am I going to learn it?)	
Time Frame (When will I need to finish?)	
Evidence of Completion (How will I know that I have learned it?)	
Verification/Evaluation (How will I prove that I have learned it?)	

The signatures below indicate approval/completion of the contract:

Student _____ Date _____ Faculty _____ Date _____

cc Course Coordinator verifying evidence of completion _____ Date _____

Crosswalk of Course Objectives with TBON DEC's and AACN Essentials

Objectives	TBON DEC's	AACN Essentials
MEMBER OF THE PROFESSION		
1. Discuss the value of current literature related to designated biophysical and pathophysiological, advanced, health-care concepts.	I-A 1-4; B 1, 2; D 1; II-D 1 a-c	VIII
2. Incorporate standards of practice for the professional nursing role when providing holistic, culturally sensitive, evidence-based care for individuals and families who are critically ill or in life-threatening situations, such as disasters.	I-B 2; C 3; II-E 8, 9	II
3. Demonstrate responsibility for continued competence in nursing practice.	I B 4	III
4. Develop insight through reflection, self-analysis, self-care and life-long learning	I -B 5	VIII, IX
PROVIDER OF PATIENT-CENTERED CARE		
5. Utilize a systematic process to analyze selected, advanced, health-care concepts across the life span.	II-A 1.a; C.1.a; F 1	II, III
6. Describe and evaluate nursing management for selected, advanced, health-care concepts.	II-A 3.a, 4.a, b; C 4 a; E 5;	III, VII
7. Apply learned concepts to exemplars that reflect advanced health-care conditions (status).	II-B 1.b, 4; 3.a, b; E.2; F 2	I, III, IX
8. Analyze the interrelatedness of health-care concepts which support clinical judgments for optimum patient-care outcomes in patients across the life span.	II-B 6; C 6; G 1 a	I, III
9. Incorporate acquired knowledge and skills in addressing critical and life-threatening situations for individuals and communities.	II-B 5; C 1a., 2b;	I, III, VIII
10. Discuss desired actions, side effects, rationale, and nursing implications of pharmacological agents used in the care of patients with advanced health needs involving multiple body systems.	II-B 9; C 3; E 4a, 6a, 7, 12; G 3	I, II, III, VII
11. Create teaching, discharge, and referral plans for patients to facilitate adaptation to health needs involving multiple body systems.	I-A 1-4; B 1, 2; D 1; G 2a, b, 3 a; IV G 3a-c	I, II, III, VII
12. Discuss economic, cultural, and political issues influencing care of patients with advanced health needs.	IV-F 4	VI
PATIENT SAFETY ADVOCATE		
13. Use safety alerts and decision supports to prevent harmful occurrences to patients, families, and/or staff during the care of patients.	II-B 10; III-B 1, 2, 4; C	VII, IV, V
14. Recognize clinical conditions that require notification of EMS or Rapid Response Teams.	III-A1, 2, 3; B 4; C 2; D1; E 1, 2; F 1, 2	II, III,
15. Demonstrates safe use of monitoring devices, including the crash cart, AED, and/or LifePak.	IV-F 2 d, e;	V, VII, IX
16. Describe elements of disaster planning and preparedness activities in the community.	IV A 3, b; C 2; D 1	V, VII, IX
MEMBER OF THE HEALTH CARE TEAM		
17. Communicate issues related to exemplars for each concept to health-team members.	IV C 4 a, D 1, 3; E 1 a.; F 4 a	III & VI
18. Identify a variety of community resources that assist patients with advanced health problems.	IV A 5; B 2c; D 3; E2; F 1	V, VI, VII, IX
19. Employ collaborative communication principles when working with community groups and organizations to address disaster preparedness and prevention.	IV A 2, C 3; D 1, 3 a; E 1a, b, 3; F 4 a	V, VI, VII, IX