



DEPARTMENT OF NURSING
NUR 3312
Introduction to Patient Centered Concepts Across the Lifespan
Fall Junior Year

Semester Hours: Three (3) Credit Hours
Clinical Hours: One (1) Credit Hour
Didactic Contact Hours: 2 Clock Hours/Week
Clinical Contact Hours: 4 Clock Hours/Week
Total Contact Hours: 96 Clock Hours

LEVEL: Junior

PREREQUISITES: Admission to the Nursing Program and Successful Completion of Summer Courses

FACULTY INFORMATION:

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COURSE DESCRIPTION:

This course is an introduction to selected behavioral and pathophysiological concepts that commonly occur with patient-care situations. Analysis of these concepts includes data for all age groups. Students will obtain introductory information through classroom discussion for each concept which will be exemplified in the skills and simulation laboratory and external clinical agency activities. Recall of growth and development will enhance knowledge obtained for each age group and concept. Basic nursing activities linked to selected concepts will be experienced and guided within Concept-Based Clinical Competencies.

STUDENT LEARNING OUTCOMES:

Each student enrolled in this course will be expected to meet course objectives that are presented within the framework of Differentiated Essential Competencies (DEC'S) of Graduates from Texas Nursing Programs and The American College of Nursing BSN Essentials. Upon completion of this course, the student will:

MEMBER OF THE PROFESSION

1. Associate information from beginning study of analyzed concepts across the life span included in this course to the legal scope of practice for registered nurses in Texas.

2. Develop a beginning understanding of the relationship between behavioral and pathologic concepts which serve as a foundation for holistic, culturally sensitive, and evidence-based clinical practice.
3. Compare the roles of nursing staff members to other interdisciplinary personnel.
4. Engage in self-evaluation and reflection to appraise and improve practice.

PROVIDER OF PATIENT-CENTERED CARE

5. Utilize a systematic process to compare human-body responses to selected health/illness problems referred to as concepts present across the life span.
6. Establish a knowledge base for each concept that incorporates psycho-social, anatomical and physiological, and historical development of the concept; and for relating definitions, antecedents, diagnostic data, clinical/ empirical referents, and consequences.
7. Develop beginning skills associated with Concept-Based Clinical Competency.
8. Explore the relationship between concepts and assessment findings and diagnostic data obtained from assigned patients or lab scenarios.
9. Identify stages of growth and development for each assigned patient or case scenario provided for weekly clinical activities.

PATIENT SAFETY ADVOCATE

10. Identify real or potential patient-safety issues associated with selected health concepts and patient assignments.
11. Follow safety principles when providing patient care.

MEMBER OF THE HEALTH CARE TEAM

12. Discuss the role of the nurse when communicating members of the interdisciplinary health-care team regarding selected health-care concepts.
13. Observe the members of the health-care team plan for patient-care outcomes.
14. Report observations of the clinical experience and data obtained regarding assigned patients as needed and at the end of each clinical/lab experience.
15. Use appropriate terminology when summarizing and recording patient responses and nursing actions performed.

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:

Textbooks:

- Adams, M., Holland, N., & Urban, C. (2019) *Pharmacology for Nurses: A pathophysiologic approach Plus My Nursing Lab with Pearson e-Text* (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.
- Pearson Concepts Editorial Board & Contributors (2019). *Nursing: A concept-based approach to learning, volumes I & II* (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.
- 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.

References:

- Goosen, G., & Bush, H.A. Adaptation: A feedback process. *Advances in Nursing Science*. Aspen System Corporation:0161-9268, 1979.
- Wilmore, D. W., Long, J. M., Mason, A. D., Jr., Skreen, R. W., and Pruitt, B. A., Jr. Catecholamines: Mediator of the hypermetabolic response to thermal injury. *Ann. Surg.* 180. 653, 1974.
- Blackburn, G.L., & Bristrian, B. R. Nutritional care of the injured and/or septic patient. *Surg. Clin. North Am.* 56: 1195-1224, 1976.

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 students' recognition of the need for data to be obtained in order 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 opportunities 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.

Clinical activities in the laboratories and outside clinical agencies are guided by Concept-Based Learning Competencies. These competencies are organized in levels which flow from simple to complex learning activities to gain pertinent information regarding the concept. Levels will be assigned by the Clinical Faculty Members.

Basic nursing skills will be taught in concert with the concept assigned and Concept-based Competency, starting with vital signs and progressing to personal care and dietary assistance. This provides the student with beginning opportunities to communicate with and observe the patient while meeting patient needs.

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 the class discussion boards, 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 modules.

2. Summary of Measure for Evaluation:

| <u>Course Requirements</u> | <u>Percentage</u> |
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| Class Discussion | 10% |
| Skills Lab Activities | 20% |
| Examinations | 30% |
| Completion of Body System Competencies (All Ages) | 10% |
| Simulation Lab Activities | 15% |
| Clinical Experiences | 15% |
| Total Points | 100% |

3. Calculation of Final Grade:

The final grade is derived as a summary of the points delineated on specific rubrics for 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:

A minimum average of 75% must be achieved on examinations to receive a passing grade for the course. This will include three (3) examinations and a final examination. The examination average must be calculated before adding grades from other assignments. When a grade of less than 75% 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.

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.

COURSE SCHEDULE:

Course orientation and introduction to course expectations. Skills and Simulation Labs experiences prepare the students for practicing nursing skills in various clinical settings. Clinical rotations may include acute care settings, clinic settings, long-term care settings, and community agencies to provide students with the opportunity to demonstrate nursing skills to prevent illness, to promote health and healing, and to deal with life changes, including end of life issues, consistent with course objectives. Students will participate in the Geriatric, Obstetrical, and Peri-Operative Focused Clinical experiences and develop a Behavioral Health Case Study focused on selected behavioral health concepts with designated patients.

Clinical experiences will include areas of health service for patients with acute and chronic problems reflecting more complex management and greater understanding of body change. This could include patient's with multiple body system involvement, such as renal failure and cardiac rehabilitation. Even though acute management of patients in the Big Bend area travel elsewhere for acute management, these same patients return home for continued follow-up care and

management to prevent progression of the disorder and complications. Such services will be utilized by students as they gain additional knowledge of nursing care in rural communities.

NURS 3312 Introduction to Patient Centered-Concepts

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

| Week Module | Topics & Objectives | Required Readings & References | Learning Activities, Assignments, & Submission Dates |
|--------------------------------|--|--|--|
| Week 1 Module 1 8/28-9/1 | <p style="text-align: center;">Introduction to Course Concept</p> <p>Analysis: Safety</p> <p>Objectives: Upon completion of learning activities, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the role which concepts play in the learning process. 2. Recognize the syllabus as a guide to learning for this course. 3. Relate laboratory & clinical activities to assigned weekly concepts. 4. Discuss how knowledge of selected concepts across the life span provides a foundation for nursing knowledge and skill. | <ol style="list-style-type: none"> 1. Syllabus 2. Resources in BB posted in Module 1 3. Pearson, Module 51 4. ATI review module: Fundamentals for Nursing Chapter 12-13 5. Callahan, Ch. 15 | <p>LEARNING ACTIVITIES: 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. Discuss orientation activities for the simulation lab with a classmate to compare understanding of written guidelines provided in the student handbook. 3. Read the guidelines for Concept-based |

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| | <ol style="list-style-type: none"> 5. Discuss the relationship between concepts and application within skills lab, simulation lab, and activities with external clinical activities. 6. Discuss the value for a class quiz that focuses on important data which will be involved in future assessment and planning for direct patient care. | | <p>Clinical Competencies and be prepared to identify how a Treasure Hunt contributes to your clinical-learning experience.</p> <ol style="list-style-type: none"> 4. Explore the ways and methods library resources can contribute to your learning experiences in this course. 5. Review the concept analysis guidelines. 6. Identify potential concepts that occur as common problems for a group of exemplars. 7. Orientation to skills and simulation laboratories. |
| <p>Week 2 Module 2 9/4- 9/8</p> | <p style="text-align: center;">Communication</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Differentiate between therapeutic & non-therapeutic communication. 2. Discuss the role of an active listener. 3. Identify three personal and two environmental factors that can impede communication. 4. Compare and contrast the range of verbal and non-verbal communication of different cultural groups for the areas of communication style, eye contact, and touch. | <ol style="list-style-type: none"> 1. Pearson Module 38 2. Halter Ch 7 & 8 3. ATI review module: Fundamentals for Nursing Chapter 32 | <p>Prior to class,</p> <ol style="list-style-type: none"> 1. Read reference material on communication provided in Black Board (BB). 2. Read all material included in module 38 in your textbook. 3. Be prepared to demonstrate to your classmates at least two techniques that can obstruct communication. |

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| | <p>5. Demonstrate the use of four techniques that can <i>enhance communication</i>, highlighting what makes them <i>effective</i>.</p> | | <p>4. Select a classmate and be prepared to demonstrate three non-therapeutic communication techniques in a conversation and three therapeutic techniques which can occur with the same classmate during a conversation.</p> <p>5. Review information included in ATI material related to communication.</p> <p>6. Prepare for Examination #1.</p> |
| <p>Week 3 Module 3 9/11-9/15</p> | <p>Coping/Stress Response across the Life Span</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe the Antecedents to Stress. 2. Describe the neural regulators that respond to stimuli. 3. Differentiate adaptive and mal-adaptive stress responses. | <ol style="list-style-type: none"> 1. Pearson Module 31 2. Goosen, G, <i>Adaptation: A Feedback Process.</i> 3. Halter Ch 10, 16 4. ATI review module: Fundamentals for Nursing Chapter 33 | <p>Prior to class,</p> <ol style="list-style-type: none"> 1. Read Module 31. 2. Read all references in the Week 3 BB including: |

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| | <ol style="list-style-type: none"> 4. Discuss coping behaviors and styles. 5. Compare and contrast Selye’s general adaptation syndrome with Lazarus & Folkman’s transactional model. 6. Discuss each component of the concept analysis of stress/ adaptation across the life span. 7. Describe how responses to stress are mediated through perception, personality, social support, culture, and spirituality. 8. Assess the diagnostic data that reveal and differentiate adaptive and mal-adaptive stress responses, including the behaviors and characteristics associated with different levels of stress. 9. Recognize and describe short- and long-term physiological and behavioral consequences of stress. 10. Discuss approaches to supporting persons experience stress and activities or interventions that promote coping. 11. Apply the nursing process to patients experiencing various degrees of stress in relation to changing health status and developmental needs. | | <ol style="list-style-type: none"> a. Selye’s General Adaptation Syndrome b. Lazarus & Feldman’s Transactional Model. 3. Skills Simulation Lab - Include demonstration, practice, and evaluation. 4. Debrief Simulation |
| <p>Week 4 Module 4 9/18-9/22</p> | <p style="text-align: center;">Comfort/Pain across the Life Span</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe the neurobiology of pain. 2. Differentiate nociceptive pain from neuropathic pain and visceral pain. | <ol style="list-style-type: none"> 1. Pearson Module 3 2. McCaffery, M. 3. Concept Analysis of Nociceptive Pain 4. ATI review module: Fundamentals for Nursing Chapter 41-42 5. Callahan, Barbara, Vol. III, Chapt. 1, Skills 1.5; 1.6; 1.7; | <p>Exam I will be taken in class Prior to Class,</p> <ol style="list-style-type: none"> 1. Read Module 3. 2. Skills Lab- development of 5 vital sign skills— practice and evaluation |

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| | <ol style="list-style-type: none"> 3. Analyze conditions which place a patient at risk for impaired comfort/pain. 4. Identify when pain is developing or has developed Assessment of Pain. 5. Utilize descriptors of pain commonly expressed by patients. 6. Describe the basic physiology of pain. 7. Outline components of the pain experience. 8. Identify positive and negative aspects of the occurrence of pain. 9. Summarize the influence of cultural factors on the pain experience. 10. Summarize the concept of patient comfort and the experience of pain across the life span. | <p>1.8; 1.9. Chapt. 3, Skill 3.1.</p> | <ol style="list-style-type: none"> 3. Simulation Lab - Include demonstration, practice, and evaluation. 4. Debrief Simulation 5. Exam 1 |
| <p>Week 5 Module 5 Date 9/25-9/29</p> | <p>Metabolism/Hypermetabolism across the Life Span</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the relationship of hypermetabolism to the stress response. 2. Discuss the metabolic process related to intake of nutrients. 3. Differentiate between the metabolic process and hypermetabolism. 4. Identify antecedents that preclude hypermetabolism. 5. Discuss clinical referents associated with hypermetabolism. 6. Discuss diagnostic data that can identify the presence of hypermetabolism. 7. Relate the process of hypermetabolism to the recovery process (consequences). | <ol style="list-style-type: none"> 1. Pearson Module 14 2. Wilmore, D. 3. Blackburn, G.L. 4. Concept Analysis: Obesity 5. Callahan, B. Vol. III, Chapt. 2, Skills 2.7, Ch. 10, Skills 10.1, 10.3, 10.5 6. ATI review module: Fundamentals for Nursing Chapter 39 | <ol style="list-style-type: none"> 1. Discuss the end-product of proteins, carbohydrates, & fats. 2. Trace a gram of protein through the Krebs's Cycle. 3. Calculate the BEE for a patient described in the vignette for lab. 4. Skills Lab Caring Interventions, practice & Evaluation. 5. Simulation Lab - Include demonstration, practice, and evaluation. 6. Debrief Simulation |

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| | | | 8. Complete Concept-based Clinical Competency. 9. Prepare for Examination #2. |
| Week 6 Module 6 Date 10/2-10/6 | Tissue Integrity/Inflammation across the Life Span Objectives: <ol style="list-style-type: none"> 1. Discuss each component of the concept analysis and understand the progression of inflammation as the process occurs with tissue injury across the life span. 2. Describe the basic stages, related clinical referents, and associated time interval for each stage of the inflammatory process in each age group. 3. Discuss the value of understanding the process of inflammation and the relationship to maintaining tissue integrity. 4. Differentiate between acute and chronic inflammation and discuss the influence of age on stages in the inflammatory process. 5. Describe empirical referents for inflammation and the physical tissue activities that promote the four referents. 6. Identify how antecedents such as age, ethnicity, cause of tissue damage, existing chronic conditions, and extent of tissue damage alter the consequences of the inflammatory process. 7. Relate common diagnostic data to stages of inflammation and the wound-healing process. | <ol style="list-style-type: none"> 1. Pearson Modules 9 & 10 2. Concept Analysis of Inflammation 3. ATI review module: Fundamentals for Nursing Chapter 56 | Prior to Class, <ol style="list-style-type: none"> 1. Read Modules 9 & 10. 2. Complete Concept-based Clinical Competency. 3. Skills Simulation Lab - Include demonstration, practice, and evaluation. 4. Debrief Simulation |

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| | 8. Discuss diagnostic data that will reflect the inflammatory process. | | |
| Week 7 Module 7 Date 10/9-10/13 | <p align="center">Thermoregulation/Fever across the Life Span</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Relate the process of inflammation to the onset of fever. 2. Discuss how an elevated body temperature is generated across the life span. 3. Differentiate between hyperthermia and fever. 4. Differentiate between the benefits and non-benefits of fever. 5. Identify diagnostic methods that can differentiate fever from hyperthermia. 6. Identify the first physiologic change that occurs in the body with the onset of fever. | <ol style="list-style-type: none"> 1. Pearson Module 20 2. Concept Analysis: Fever 3. Callahan, Barbara, Vol III. Chapt. 9, Skills: 9.1; 9.6; 9.7; 9.8; 9.9; & 9.10. 4. ATI review module | Exam II will be taken in class. Prior to Class: <ol style="list-style-type: none"> 1. Read Module 20. 2. Complete Concept Based Clinical Competency. 3. Skills Lab. Learning Activities for Mobility. 4. Simulation Lab - Include demonstration, practice, and evaluation. 5. Debrief Simulation |
| Week 8 Module 8 Date 10/16-10/20 | <p align="center">Immunity/Immune-Suppression across the Life Span</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Explain the relationship between the biophysical concept of immunity and the pathophysiologic concept of immune suppression. 2. Discuss the pathophysiologic concept of immune suppression, including definition, pathophysiology, | <ol style="list-style-type: none"> 1. Pearson Module 8 2. Concept Analysis of Immune Suppression 3. ATI review module | Prior to Class, <ol style="list-style-type: none"> 1. Read Module 8. 2. Skills Simulation Lab - Include demonstration, practice, and evaluation. |

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| | <p>related terms, and significance to nursing.</p> <ol style="list-style-type: none"> Compare and contrast myths and assumptions associated with immune suppression. Analyze conditions which place a patient at risk for immune suppression (consider all aspects of antecedents). Discuss assessment methods and diagnostic data which lead to the identification of immune suppression. Differentiate between clinical and empirical referents related to immune suppression. Discuss consequences associated with immune suppression. Identify methods to assess for immune suppression. | | <ol style="list-style-type: none"> Complete Basic Concept Template for HIV/AIDS, Rheumatoid Arthritis, and Systemic Lupus Erythematosus.. Debrief Simulation Exam 2 |
| <p>Week 9 Module 9 Date: 10/23-10/27</p> | <p>Metabolism/Hyperglycemia across the Life Span</p> <p>Objectives: Discuss how knowledge of hyperglycemia in age groups can assist with maintaining glycemic control.</p> <ol style="list-style-type: none"> Identify factors/antecedents which may lead to the condition of hyperglycemia. Relate clinical/empirical referents to hyperglycemia. Discuss diagnostic data to determine hyperglycemia. Discuss consequences of hyperglycemia on each body system. | <ol style="list-style-type: none"> Pearson Module 12 Concept analysis: Hyperglycemia ATI review module RN Adult Med Surg Chapter 82 & 83 | <p>Prior to Class,</p> <ol style="list-style-type: none"> Read Module 12. Skills Simulation Lab - Include demonstration, practice, and evaluation. Complete Basic Concept Template for DM I and DM II. Debrief Simulation |
| <p>Week 10</p> | <p>Fluid Balance/Hypovolemia across the Life Span</p> | <ol style="list-style-type: none"> Pearson Module 6 Concept Analysis: Hypovolemia | <p>Prior to class,</p> |

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| <p>Module 10 Date 10/30-11/3</p> | <p>Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the importance of fluid balance related to each fluid compartment in the body of each age group. 2. Relate the role that fluids play in transporting cellular components throughout the body. 3. Discuss how the body systems are able to compensate for early fluid loss. 4. Identify the percent of fluid loss associated with the magnitude of clinical referents. 5. Identify the antecedents that preclude the diagnoses of hypovolemia. 6. Identify clinical referents that are altered when fluid balance is decreased, such as color of urine. 7. Discuss diagnostic tests that will reflect hypovolemia. 8. Discuss consequences of hypovolemia/dehydration across the life span. 9. Define the biophysical concept of acid-base related to alkalosis. | <ol style="list-style-type: none"> 3. Callahan, B. Volume III, Chapt. 10, Skill 10.3 & 10.4 4. ATI review module fundamentals for nursing Ch. 57 | <ol style="list-style-type: none"> 1. Read Module 6. 2. Complete Concept-based Clinical Competency. 3. Skills Lab: Providing Eating Assistance & Complementary Health Approaches for Mealtime. 4. Simulation Lab - Include demonstration, practice, and evaluation. 5. Debrief Simulation 6. Exam 3 |
| <p>Week 11 Module 11 Date 11/6-11/10</p> | <p>Electrolyte Balance/Hypo-Hyperkalemia across the Life Span</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Recognize the significance of potassium as a key electrolyte for cellular and tissue function. 2. Compare and contrast hyper- and hypokalemia. 3. Discuss the frequent antecedents that lead to hyper-or hypokalemia that may be in the form of | <ol style="list-style-type: none"> 1. Pearson Module 6 2. Concept Analysis: Hypo-Hyperkalemia 3. ATI review module Fundamentals for Nursing Ch. 58 | <p>Prior to Class,</p> <ol style="list-style-type: none"> 1. Read Module 6. 2. Read all references in the Week 12 BB. 3. Complete Pre-test for Hypo-hyperkalemia. |

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| | <p>diagnoses and/or patient complaints.</p> <ol style="list-style-type: none"> 4. Identify diagnostic data that can be viewed as an empirical referent. 5. Discuss consequences of hypo-hyperkalemia, some of which are catastrophic for the patient. 6. Develop an understanding regarding the significant role potassium plays within functions of body tissue. | | <ol style="list-style-type: none"> 4. Skills Simulation Lab - Include demonstration, practice, and evaluation. 5. Provide nursing care to selected patient/patient in designated setting focused on applying knowledge and skills attained throughout the course. 6. Debrief clinical experience. |
| <p>Week 12 Module 12 Date 11/13-11/17</p> | <p>Grief and Loss/Grief across the Life Span</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Discuss theories & Process of Grieving. 2. Identify key behaviors related to history of Loss. 3. Discuss grief reactions, including objective & subjective observations. 4. Discuss communication techniques to determine major support systems for the grieving individual. 5. Discuss spiritual & cultural considerations related to grief. 6. Discuss different approaches to determine a patient's feelings related to grief and loss. | <ol style="list-style-type: none"> 1. Pearson Modules 27 & 30 2. Halter Ch 30 3. Concept Analysis: Grief 4. ATI review module 36 | <p>Prior to Class,</p> <ol style="list-style-type: none"> 1. Read Modules 27 & 30. 2. Skills Simulation Lab - Include demonstration, practice, and evaluation. 3. Complete Concept-based Clinical Competency. 4. Provide nursing care to selected patient/patient in designated setting focused on applying knowledge and skills attained throughout the course |

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| | | | 7. Debrief Clinical Experience. 8. Reflective Journal |
| Week 13 Module 13 Date 11/20-11/24 | Acid-Base Balance/Acidosis across the Life Span Objectives: <ol style="list-style-type: none"> 1. Define the biophysical concept of acid-base balance as related to acidosis. 2. Distinguish between acidosis resulting from respiratory factors and acidosis resulting from metabolic factors. 3. Discuss the concept acidosis, including the pathophysiology, related terms, background and significance, and the significance to nursing. 4. Describe how the kidneys regulate hydrogen and bicarbonate ion concentration in the blood. 5. Discuss clinical and empirical referents related to acidosis. 6. Identify key antecedents that commonly lead to an acidotic state. | <ol style="list-style-type: none"> 1. Pearson Module 1 2. Concept Analysis: Acidosis 3. ATI review module Adult Medical Surgical Nursing Ch. 45 | Prior to Class, <ol style="list-style-type: none"> 1. Read Module 1. 2. Read all references in the Week 13 BB. 3. Skills Simulation Lab - Include demonstration, practice, and evaluation. 4. Provide nursing care to selected patient/patient in designated setting focused on applying knowledge and skills attained throughout the course 5. Complete Concept-based Clinical Competency. 6. Debrief clinical experience. 7. Exam 4 |
| Week 14 Module 14 Date 11/27-12/1 | Oxygenation/Hypoxia-Hypoxemia across the Life Span Objectives: <ol style="list-style-type: none"> 1. Differentiate between respiration and ventilation. 2. Explain the relationship between gas exchange and hypoxia. 3. Identify methods to assess for hypoxia/hypoxemia. | <ol style="list-style-type: none"> 1. Pearson Module 15 2. Concept Analysis: Hypoxia/Hypoxemia 3. ATI review module Fundamentals for Nursing Chapter 53 | Prior to Class, <ol style="list-style-type: none"> 1. Read Module 15. 2. Read all references in the Week 14 BB. 3. Skills Simulation Lab - Include |

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| | <ol style="list-style-type: none"> 4. Discuss diagnostic data which differentiates clinical referents from empirical referents. 5. Analyze conditions (antecedents) that place a patient at risk for hypoxia. | | <p>demonstration, practice, and evaluation.</p> <ol style="list-style-type: none"> 4. Provide nursing care to selected patient/patient in designated setting focused on applying knowledge and skills attained throughout the course. 5. Complete Pre-test for Hypoxia. 6. Complete Concept-based Clinical Activity. 7. Debrief clinical experience. 8. Reflective Journal |
| <p>Week 15 Module 15 Date 12/4-12/8</p> | <p>Perfusion/ Hemostasis across the Life Span</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Define the biophysical concept of homeostasis. 2. Describe the process and sequelae of hemorrhage and clotting. 3. Outline how body systems compensate for early fluid loss. 4. Differentiate thrombus and emboli and their signs and symptoms. 5. Identify diagnostic data that are used to identify acute coronary syndrome. 6. Identify methods to assess for clotting. 7. Discuss diagnostic data which differentiates clinical referents from empirical referents. 8. Analyze conditions (antecedents) that place a patient at risk for clotting. | <ol style="list-style-type: none"> 1. Pearson Module 16 2. Concept Analysis: Clotting 3. ATI review module | <p>Prior to Class,</p> <ol style="list-style-type: none"> 1. Read Module 16 2. Read all references in the Week 15 BB. 3. Skills Simulation Lab – Skills Final assessment 4. Provide nursing care to selected patient/patient in designated setting focused on applying knowledge and skills attained throughout the course. 5. Complete Pre-test for Clotting. |

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| | | | <ol style="list-style-type: none"> 6. Complete Concept-based Clinical Competency. 7. Debrief clinical experience. 8. Reflective Journal 9. Prepare for Final Examination. 10. Prepare for Final Skills Competency Assessment. |
| Week 16 Module 16 Date 12/13- 12/17 | Finals Week | | Final ATI Assessment Final Skills Competency Assessment Final Examination |

Potential Care settings include: Acute hospital; Long-term Care; HHA - Home health agency; Clinic - various primary-care clinics and community-care settings/services, such as schools and day-care facilities.

Clinical experiences for individual patient or patient in selected settings, as the student progresses, will provide students the opportunity to apply beginning integrative knowledge and skills they have experienced and demonstrated in the Skill/Simulation Laboratory and demonstrated competency through ongoing assessments. Students will be supervised by faculty in clinical settings.

In addition to these assignments the students will implement Focused Clinical Projects with Geriatric and a Behavioral Health Case Study, as opportunities are available over this semester. Guidelines are provided.

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 arrange 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.
 - e. 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:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine Students seeking accessibility/accommodations services must contact Mary Schwartz, LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall – room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

LIBRARY INFORMATION

The Bryan Wildenthal Memorial Library and Archives of the Big Bend 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 LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Additional information for students at Rio Grande College:

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may additionally use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) from the Alpine campus.

CLASSROOM CLIMATE OF RESPECT

Importantly, this class will foster free expression, critical investigation, and the 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, or 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, economic 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 Sul Ross State University 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 don't hesitate to come and talk with me. I want to be a resource for you

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

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.

ONLINE SUPPORT FOR COURSES:

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.

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.