

**DEPARTMENT OF NURSING**  
**NUR 4414**  
**PATIENT CENTERED CONCEPTS ACROSS THE LIFE SPAN II**  
**FALL SENIOR YEAR**

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Nursing 4414, Patient Centered Concepts, 2023

**SEMESTER HOURS:** Four (4) Credit Hours

**CLINICAL HOURS:** 1 Credit Hour

**DIDACTIC CONTACT HOURS:** 3 Clock Hours/Week

**CLINICAL CONTACT HOURS:** 4 Clock Hours/Week

**TOTAL CONTACT HOURS:** 112 Clock Hours

**PREREQUISITES:** Successful Completion of Previously Assigned Courses

**FACULTY INFORMATION:**

Name: **Rebecca Lewis, RN/FNPBC**

Contact Information: As below

Office Hours:

Hours available via e-mail: 8am—5pm; Monday--Friday

Hours available on campus: 8am-5pm Monday--Wednesday

Hours available via phone office/home/cell: 8am—5pm; Monday-Friday

Phone number(s): 940-626-9519; email: lewis.rebecca@sulross.edu

**COURSE DESCRIPTION:**

Coverage of health care concepts with application of selected exemplars continues to enhance development of clinical judgment knowledge and skills. Exemplars for each concept include conditions across all ages with expanding intensity of conditions and complexity of treatment modalities which demonstrate evidence-based practice. Simulation are designed to enhance nursing knowledge and skill through model, related, and borderline cases for selected concepts.

**STUDENT LEARNING OUTCOMES**

Upon completion of this course the student will:

**MEMBER OF THE PROFESSION**

1. Articulate the professional nurse's scope of practice as designated by the Texas Board of Nursing for patients across the life span.
2. Evaluate ethical, legal, and professional nursing standards to meet the developmental needs of patients across the life span.

3. Discuss the role of the professional nurse when providing holistic, culturally sensitive and evidence-based care individuals and families across the lifespan.
4. Discuss the rights and responsibilities of patients and families regarding health care, including self-determination and right of refusal.
5. Engage in self-evaluation and reflection to appraise and improve practice

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

6. Utilize a systematic process to analyze complex health concepts for diverse patients across the lifespan.
7. Describe nursing management for exemplars within selected complex health care concepts.
8. Apply previously learned concepts with selected exemplars that reflect complex health care conditions.
9. Examine the interrelatedness between health care concepts and exemplars to make clinical judgments designed for optimum patient care outcomes.
10. Analyze knowledge from nursing science to guide clinical reasoning when learning about similarities and differences in concepts associated with diverse patients or groups.
11. Discuss desired actions, side effects, rationale, and nursing implications of pharmacological agents used in the care of patients with complex health needs.
12. Using teaching, discharge and referral plans for patients and families.

#### **PATIENT SAFETY ADVOCATE**

13. Discuss the role of an advocate in monitoring, promoting, and reporting health safety for all age groups.
14. Implement safety principles in clinical settings to improve health care delivery and patient outcomes.

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

15. Apply principles of evidence-based practice and methods of evaluation for the designated concepts to provide quality patient care.
16. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal well-being of patients and their families.

#### **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 students' progress through the educational program. Students hone their research and communication skills through assignments and activities in multiple classes.

**REQUIRED REFERENCES:**

**Text Books:**

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

**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 wholistic 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 and non-verbal communication skills to obtain pertinent data before communicating with patients. Case studies utilized for simulation scenarios will assist students to understand the need for acquiring data from patient's which will assist in the planning and delivery of pertinent, individualized care for the experienced concept.

**Class Participation**

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

**Clinical Skills Competency Evaluation**

Clinical nursing skills will be addressed in the simulation 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.

**Clinical Performance Evaluation in the Simulation Lab**

Student's clinical performance in the Simulation Lab will be evaluated on an ongoing basis. Formal evaluations, using the Clinical Evaluation Tool, are comprised of formative evaluation at the mid-term and summative evaluation at the end of the semester. Students must achieve a 75% on the final evaluation to successfully pass the 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, ethics, self or practice, and being mindful of self while in or following field experiences.

**Class Discussion**

This activity allows students to present Talking Points from their assignments and summarized as an analysis. The role and responsibilities of the professional nurse will be the focus when addressing health promotion issues for patients in rural/border communities.

**ASSESSMENT OF STUDENT LEARNING:**

1. Evaluation of student performance is based on evidence of achievement of course objectives (Student Learning Outcomes). 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 Measures for Evaluation:**

<u>Course Requirements</u>	<u>Percentage of final Grade</u>
1. Class Discussion	10%
2. Weekly quizzes & 4 Scheduled Examinations (Average of Weekly quizzes-20%) (Average of Examinations-30%)	50%
3. ATI Assignments	10%
4. <u>Simulation Performance</u>	20%
5. <u>Reflective Journal</u>	10%
Total	100%

**3. Calculation of Final Grade:** The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation. *Percentages of each assessment applied to the final grade should be clear to the student. Delineation of requirements for the grade should include a brief explanation of the following:*

**Grading Scale**

- A = 90-100
- B = 80-89
- C = 75-79
- F = 74 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 4 examinations including a midterm and a final. 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.

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

Week Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
Week 1, August 28, 2023	<p><b>Introduction to Course</b></p> <p>Review Course Syllabus Review Simulation Guidelines</p> <p>Concept Focus: Reproduction with antepartum, delivery and post-partum</p> <p>Objective 1: Student will be able to identify deceleration of fetal heart tones.</p> <p>Objective 2: Student will be able to identify medications and side effects of medications used in labor/delivery and postpartum</p> <p>Objective 3: Student will be able to discuss and give return demonstration of postpartum assessment for complications.</p> <p>Objective 4: Student will be able to assess and provide simulated care of newborn in lab.</p> <p>Objective 5: Student will be able identify normal newborn traits</p>	Exemplars for Reproduction from Pearson	<p><b>LEARNING ACTIVITIES:</b> Prior to class, complete the following activities: Read the entire syllabus and mark areas of concern or statements that are unclear to you.</p> <p>Review the concept analysis guidelines.</p> <p>Discuss orientation activities for the simulation lab.</p> <p>Review Reflective Journal Guidelines</p> <p>Class discussion for assessment of maternal/child; L&amp;D; Newborn; Will do simulation and return demonstration of nursing skills</p>

	<p>Objective 6: Student will be able to identify cervical dilation/station</p>		
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<p>Week 2, Sept 6, 2023</p>	<p><b>Concept: Normal and Abnormal Cardiovascular Symptoms</b></p> <p><b>Exemplars:</b></p> <p><b>Objective 1: Student will be able to identify EKG abnormalities</b></p> <p><b>Objective 2: Student will be able to identify medications used for the cardiovascular system with significant side effects</b></p> <p><b>Objective 3 Student will be able to apply EKG leads properly.</b></p>	<p>Pearson Chaps 15 and 16</p> <p>Exemplars 15A, 15B, 15C, 15D, 15 E, 15F, 16A, 16B, 16C, 16D, 16E, 16F, 16G, 16H, 16I, 16J, 16K, 16L,</p>	<p>Skill lab demonstration and return demonstration of application of EKG leads.</p> <p>Class discussion of Medications for Cardiac and Hypertension.</p> <p>Class discussion of EKG normal and abnormal with review of strips.</p> <p>Simulation of Ventricular Tachycardia with Pulses</p> <p>Return demonstration of multiple types of oxygen administration after presentation by Respiratory Therapist from BBRMC</p> <p>Pretest on class</p>
<p>Week 3, September 13, 2023</p>	<p><b>Concept: Addiction Mood and Affect</b></p> <p><b>Exemplars:</b> Alcohol, Nicotine, Substance Use and in chapters 28, 29</p>	<p>Pearson Chap.22, 28,</p> <p>Exemplars 22A, 22B, 22C, 28A, 28B, 28C, 28D</p> <p>ATI Real Life Mental Health Alcohol Use Disorder Anxiety Disorder Major Depression Disorder</p>	<p>Read assigned assignments prior to class and be prepared to discuss in class. Complete exemplars assigned and present in class.</p>

	<p><b>Agents:</b></p> <p>Nicotine/Tobacco/Vapor Alcohol Opioids Hallucinogens Cocaine/Crack Cocaine Benzodiazepines Caffeine Inhalants Post-Acute Withdrawal Syndrome Adjustment Disorders, Bipolar Disorders, Major Depression Disorders, Anxiety, Schizophrenia</p> <p><b>OBJECTIVES:</b></p> <p>1. Identify factors contributing to addiction across the lifespan 2. Differentiate clinical presentation of various addictions 3. Give examples of symptoms associated with major addictive disorders 4. Identify essential nursing interventions for persons experiencing addiction 5. Identify post-acute withdrawal symptoms 6. Identify mood spectrum disorders 7. Compare and Contrast Clinical Presentation of Bipolar/Major Depression Disorder/Anxiety and give examples of symptoms of each</p>	<p>Bipolar Disorder Schizophrenia</p> <p>ATI: Skills Module: Airway Management</p>	<p>Refresh and review skills associated and be prepared to discuss in class</p> <p>Demonstration in groups of how to assess mentally ill or addicted patient.</p> <p>Pretest in class</p>
<p>Week 4</p>	<p><b>Speciality clinicals for week—no class</b></p>		

<p>Week 5— 9/27/23</p>	<p><b>Concept: Mood/Affect</b></p> <p><b>Exemplars:</b> Adjustment Disorders Bipolar Disorder Major Depression Disorder</p> <p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Identify mood spectrum disorders</li> <li>2. Compare and contrast clinical presentation of bipolar and major depression disorders</li> <li>3. Identify essential nursing interventions for persons experiencing depression, including medications and therapies</li> <li>4. Demonstrate or role play nursing interventions for a patient experiencing a major depressive episode</li> </ol>	<p>Pearson, Modules 28, 29, 31</p> <p>Exemplars with reviews/case studies 28.A, 28.B, 28.C, 28.D</p> <p>ATI Video Case Study, “Stress and Coping, Generalized Anxiety Disorder.” “Cognition: Schizophrenia Part 1 and Part 2.”</p>	<p>Students will be able to identify and discuss mood spectrum disorders and nursing interventions including medications. Students will be assigned a specific mood spectrum disorder, research and present a paper in class.</p> <p>Complete exemplar assignment prior to class to present while in class.</p> <p>Pretest in class</p> <p>Reflective Journal #1 due in Blackboard</p> <p>Test for weeks 1-3 due. Opens Wednesday 9, 2023 at noon and closes Sunday at 11:59PM in Respondus</p>
<p>Week 6 Date: October 4, 2023</p>	<p><b>Concept: Altered Development</b></p> <p><b>Exemplars:</b> Autism Down’s Syndrome Failure to Thrive</p>	<p>Pearson Module 25 Halter Chaps 11, 21</p> <p>Exemplars 25A, 25B, 25C, 25D</p> <p>Concept Analysis: Altered Perception</p>	<p>Read all assignments prior to class and prepare exemplars to present in class.</p> <p>Pretest in class</p>

	<p>ADHD Tourette’s Syndrome Learning Disabilities Conduct Disorder</p> <p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Identify autism spectrum disorders</li> <li>2. Identify characteristics that promote resilience in children and adolescents</li> <li>3. Identify essential nursing interventions for persons experiencing neurodevelopmental disorders</li> <li>4. Describe clinical features and behaviors associated with autism and ADHD</li> </ol>	<p>ATI: Engage Fundamentals: Human Growth &amp; Development</p>	
<p>Week 7 Date: October 11, 2023</p>	<p><b>Concept: Cognition</b></p> <p><b>Exemplars:</b> Delirium Dementia Alzheimer’s Schizophrenia</p> <p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Identify Schizophrenia spectrum disorders</li> <li>2. Compare and contrast clinical presentation of delirium and dementia</li> <li>3. Give examples of symptoms associated with major neurocognitive disorders</li> <li>4. Identify essential nursing interventions for persons experiencing delirium</li> <li>5. Demonstrate or role play nursing interventions for</li> </ol>	<p>Pearson Module 23, Halter Chaps 12, 23,30</p> <p>Exemplars 23A, 23B, 23C</p> <p>Concept Analysis: Altered Perception</p> <p>ATI Health Assess, Virtual Focused Assessment, Head, Neck and Neuro</p> <p>ATI Pharm Made Easy, Neurological System Part 1</p>	<p>Complete assigned readings and prepare exemplars to present in class prior to class</p> <p>Pretest in class</p> <p>Lab Director at BBRMC to present on administering blood.</p> <p>Test #2 in Respondus. Opens at noon Oct/11/23 and closes at 11:59pm Oct. 15, 2023--Midterm</p>

	a patient displaying hallucinations.		
Week 8 Date: October 18, 2023	<p><b>Concepts:</b> <b>Health/Wellness/Illness</b></p> <p><b>Exemplars:</b> Insomnia Obstructive Sleep Apnea Central Sleep Apnea Somnambulism Enuresis Narcolepsy</p> <p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Discuss impact of inadequate sleep on physical and mental health</li> <li>2. Identify factors that predispose persons for sleep disturbances</li> <li>3. Recognize risks to personal and community safety imposed by sleep disturbance</li> <li>4. Differentiate normal sleep physiology and variations in sleep disturbance</li> <li>5. Identify nursing interventions for persons experiencing sleep disturbances</li> </ol>	<p>Pearson Mod 7 Halter Chaps 17, 19</p> <p>Exemplars 7A, 7B, 7C</p> <p>Concept Analysis: Sleep Deprivation in All Ages</p> <p>ATI: 1 .Real Life RN Nursing Care of Children-Well Child</p> <p>2. Video Case Study—Teaching and Learning, Pt. Education Disease Management</p>	<p>Complete assigned readings Prior to class and complete exemplar assignment to present in class</p> <p>Reflective Journal #2 due in Blackboard</p> <p>Discuss Immunization schedule in class</p> <p>Pretest in class</p>
Week 9	<p><b>Concept:</b> <b>Oxygenation/Hypoxia/Hypoxemia</b></p>	<p>Pearson Mod 15</p> <p>Exemplars 15A, 15B, 15C, 15D, 15E, 15F</p>	<p>Complete assigned readings prior to class and prepare</p>

<p>Date: Oct. 25, 2023</p>	<p><b>Exemplars:</b> Foreign Body Aspiration Nasopharyngitis/Tonsillitis Respiratory Syncytial Virus (RSV) Pneumonias Anemia Cystic Fibrosis Chronic Obstructive Pulmonary Disease (COPD) Emphysema</p> <p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Differentiate between respiration and ventilation.</li> <li>2. Identify methods to assess for hypoxia/hypoxemia.</li> <li>3. Discuss diagnostic data which differentiates clinical referents from empirical referents.</li> <li>4. Analyze factors that place a patient at risk for hypoxia.</li> <li>5. Identify nursing interventions for persons experiencing hypoxia</li> </ol>	<p>Concept Analysis: Asthma</p> <p>ATI: Engage Fundamentals- Gas Exchange Oxygenation—Turn in test(We can see how much time you spent on this—Need to score 85%)</p>	<p>exemplars for discussion in class</p> <p>Simulation Lab: Asthma, Pneumonia Leading to Respiratory Distress in a Child with Known Asthma Include demonstration, practice, and evaluation. Debrief Simulation</p> <p>Pretest in class</p>
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<p>Week 10 Date: Nov. 1, 2023</p>	<p><b>Concept: Cell Regulation/ Aberrant Cell Growth</b> <b>Exemplars:</b> Cancer in all Ages Leukemia Lymphomas Hematopoietic Stem Cell Sickle Cell Disease</p> <p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Relate factors that influence cell regulation and growth.</li> <li>2. Analyze genomic factors that influence aberrant cell growth</li> <li>3. Identify the physiologic changes noticed by persons experiencing aberrant cell growth.</li> <li>4. Analyze conditions which place a patient at risk for aberrant cell growth.</li> <li>5. Discuss how assessment methods and diagnostic data can lead to identification of aberrant cell growth.</li> <li>6. Identify nursing interventions for persons experiencing aberrant cell growth</li> </ol>	<p>Pearson Module 2</p> <p>Exemplars 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 2I</p> <p>Concept Analysis: Leukemia</p> <p>Hanley, M. A., Coppa, D., &amp; Shields, D. (2017) A practice-based theory of healing through Therapeutic Touch: Advancing holistic nursing practice. <i>Journal of Holistic Nursing</i>, 35, 369. 381. <a href="https://doi.org/10.1177/0898010117721827">https://doi.org/10.1177/0898010117721827</a>.</p>	<p>Complete assigned readings and prepare to exemplar that are assigned to present in class</p> <p>Simulation Lab: Sickle Cell Crisis Include demonstration, practice, and evaluation. Debrief Simulation</p> <p>Reflective Journal #3 due</p> <p>Pretest in class</p>
<p>Week 11 Date: Nov 8, 2023</p>	<p><b>Concept: Metabolism/Hormone Regulation</b> <b>Exemplars:</b> Graves Disease- Hyperthyroidism Hypothyroidism Hypopituitarism (Growth Hormone Deficiency)</p>	<p>Pearson Module 12</p> <p>Exemplars 12A, 12B, 12C, 12D, 12E</p> <p>Concept Analysis: Auto-Immunity</p>	<p>Complete assigned readings and prepare assigned exemplars to present in class</p> <p>Simulation Lab: Pretest in class</p>

	<p>Syndrome of Inappropriate Antidiuretic Hormone (SIADH) Precocious Puberty Hypoparathyroidism Pheochromocytoma</p> <p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Identify factors/antecedents which may contribute to hormonal dysregulation.</li> <li>2. Relate clinical/empirical referents to hormonal dysregulation.</li> <li>3. Discuss diagnostic data to use to identify hormonal dysregulation</li> <li>4. Discuss consequences of hormonal dysregulation on the human body.</li> <li>5. Identify nursing interventions for persons experiencing hormonal dysregulation</li> </ol>		<p>Test #3 in Respondus—Opens noon Nov 11, 2023 and closes at 11:59PM on Nov.12, 2023</p>
<p>Week 12</p>	<p><b>Speciality Clinicals at MCH, Odessa</b></p> <p><b>November 22--Holiday</b></p>		



<p>Week 13 Date: Noc. 29, 2023</p>	<p><b>Concept: Fluid Balance/Hypovolemia &amp; Hypervolemia</b> <b>Exemplars:</b> Dehydration Edema/Anasarca Type II Diabetes Cardiac Pump Damage Acute Kidney Injury Chronic Kidney Disease</p> <p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the importance of fluid balance of each body compartment in each age group.</li> <li>2. Discuss the role that fluids play in transporting cellular components throughout the body and maintaining homeostasis.</li> <li>3. Discuss how body systems are able to compensate for shifts in fluid balance.</li> <li>4. Identify clinical referents that are altered when dehydration occurs such as color of urine.</li> <li>5. Identify nursing interventions for persons experiencing shifts in fluid balance</li> </ol>	<p>Pearson Module 6,  Exemplars 6A, 6B, 6C Concept Analysis: Hypovolemia (Fluid Volume Deficit)</p> <p>ATI: RN Concept-Based Curriculum Level 2 Topic-Fluids—Acute Infectious Gastrointestinal Disorders: Manifestations of Severe Dehydration in an Infant.</p>	<p>Complete assigned readings and prepare assigned exemplars to present in class</p> <p>Simulation Lab - Hypovolemic Shock ,Hemorrhagic, Abdominal Trauma .Include demonstration, practice, and evaluation. Debrief Simulation</p> <p>Reflective Journal #4 due</p> <p>Pretest in class</p>
<p>Week 14 Date: Dec 6, 2023</p>	<p><b>Concept: Nutrition/Protein-Calorie Malnutrition</b> <b>Exemplars:</b> Dysphagia Cachexia Starvation Iron Deficiency Anemia Pernicious Anemia Marasmus Kwashiorkor</p>	<p>Pearson Module 14</p> <p>Exemplars 14.A Review end of chapter case study</p> <p>Concept Analysis: Malnutrition</p>	<p>Complete assigned readings and exemplars prior to class to present in class</p> <p>Include demonstration, practice, and evaluation.</p>

	<p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the metabolic process related to intake of each group of nutrients.</li> <li>2. Differentiate between the metabolic process and malnutrition.</li> <li>3. Identify antecedents that preclude malnutrition.</li> <li>4. Discuss clinical referents associated with malnutrition.</li> <li>5. Identify diagnostic data that can identify the presence of malnutrition.</li> <li>6. Identify nursing interventions for persons experiencing malnutrition</li> </ol>	<p>ATI: RN Concept-Based curriculum Level 2: Nutrition— Ingestion, Digestion, Absorption, and Metabolism Manifestations of Malnutrition in the Older Adult Client.</p>	<p>Debrief Simulation  Pretest in class</p>
<p>Week 15 Date: Dec 13, 2023</p>	<p><b>Review for final with final scheduled for Dec 13 in Respondus-due at 12 noon</b></p>		

	<p><b>Nutrition/Malabsorption</b></p> <p><b>Exemplars:</b>          Gastro-Esophageal Reflux Disease (GERD)          Pyloric Stenosis          Nausea/Vomiting          Celiac's Disease          Gluten Intolerance          Lactose Intolerance          Dumping Syndrome          Short Bowel Syndrome          Megacolon          Necrotizing Enterocolitis (NEC)          Hirschprung's Disease          Omphalocele          Acromegaly          Crohn's Disease</p>	<p>Pearson Module 14</p> <p>Concept Analysis: Malabsorption</p> <p>Dysrhythmias Workbook: Complete Practice Examination</p>	<p>Complete assigned readings</p> <p>Simulation Lab: Crohn's Disease          Include demonstration, practice, and evaluation.          Debrief Simulation</p> <p>Reflective Journal</p> <p>Submit Practice Exam on November 1, 2022. to be reviewed in class.</p> <p>Complete Quiz # 7 by Nov. 4, 2022 @ 5:00 p.m.</p>
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	<p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the metabolic process related to intake of each group of nutrients.</li> <li>2. Differentiate between the metabolic process and malabsorption.</li> <li>3. Identify antecedents that preclude malabsorption.</li> <li>4. Discuss clinical referents associated with malabsorption.</li> <li>5. Identify diagnostic data that can identify the presence of malabsorption.</li> <li>6. Identify nursing interventions for persons experiencing malabsorption.</li> </ol>		
<p>Week 12 Date: Nov. 8, 2022</p>	<p><b>Concept: Tissue Integrity/Trauma</b></p> <p><b>Exemplars:</b></p> <p>Mechanism of Injury Surgical Intervention Gun Shot Wounds Emergent Care Traumatic Shock Fluid Resuscitation Airway Maintenance with Cervical Spine Protection Breathing and Ventilation Disability &amp; Neurologic Involvement Single System Trauma Multisystem Trauma Compartment Syndrome Crush Injury Rhabdomyolysis</p> <p><b>OBJECTIVES:</b></p>	<p>Pearson Mod 21, Chapt 1,3,7, 11 &amp; 16; &amp; Chpt 16. 1, 2, 3; Module 17, Chapt 13.1, 2 Concept Analysis: Altered Wound Healing</p> <p>Hanley, M. A., Shields, D., &amp; Anderson, M. (2018). Living the experience of Therapeutic Touch. <i>Beginning: American Holistic Nursing</i>, October; 12-13, 24-27.</p>	<p>Complete Assigned Readings: Simulation Lab: Shock Syndrome Include demonstration, practice, and evaluation. Debrief Simulation</p> <p>Reflective Journal</p> <p><b>Complete EXAMINATION #3 by Nov. 10, 2022</b></p>

	<ol style="list-style-type: none"> <li>1. Discuss the progression of wound healing as the process occurs with tissue injury across the life span.</li> <li>2. Describe the basic stages of wound healing, related clinical/empirical referents, and associated time intervals for each age group.</li> <li>3. Outline Peri-operative care processes and standards</li> <li>4. Discuss diagnostic data used evaluate process of wound healing.</li> <li>5. Identify antecedents to tissue injury, damage, including existing chronic conditions that influence wound healing.</li> <li>6. Describe basic nursing interventions for people wound healing following injuries to tissue integrity, including surgical injuries and decubiti.</li> </ol>		
<p>Week 13 Date: Nov. 15, 2022</p>	<p><b>Concept: Sensory Perception/ Impaired Perception</b></p> <p><b>Exemplars:</b> Hearing Impairment Conductive Hearing Loss Cataracts Tinnitus Glaucoma Eye Injuries Macular Degenerative Disease</p>	<p>Pearson Module 18. Concept Analysis: Retinopathy</p> <p>ATI: RN Concept0-Based Curriculum Topics 2: Sensory Perception: Communicating With a Patient Who Has a Hearing Impairment</p>	<p>Complete assigned readings</p> <p>Simulation Lab: Retinopathy Include demonstration, practice, and evaluation. Debrief Simulation</p> <p>Reflective Journal</p>

	<p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the progression of impaired perception as the process occurs in patients across the life span.</li> <li>2. Describe the basic stages, related clinical/empirical referents, and associated time intervals for each age group.</li> <li>3. Differentiate between acute and chronic impaired perception.</li> <li>4. Relate common diagnostic data that reflect stages of impaired perception.</li> <li>5. Identify how antecedents such as age, ethnicity, cause of tissue damage, existing chronic conditions, and extent of tissue damage alter the consequences of the impaired perception.</li> <li>6. Describe basic nursing interventions for people experiencing impaired perception.</li> </ol>		<p>Complete Quiz #8 by Nov. 18, 2022 @ 5:00 p.m.</p> <p>Complete ATI Assignment: by Nov. 18, 2022 @ 5:00 p.m.</p>
<p>Week 14 Date: Nov. 22, 2022</p>	<p><b>Concept:</b> <b>Immunity/Immune Deficiency</b></p> <p><b>Exemplars:</b> Heparin Induced Thrombocytopenia (HIT) Anaphylaxis Delayed Hypersensitivity Autoimmunity Organ Grafting/Replacement Human Immunodeficiency Virus (HIV/AIDS)</p>	<p>Pearson Module 8</p> <p>Concept Analysis: Osteoporosis</p> <p>ATI: RN Concept-Based Curriculum Level: Immunity—Connective Tissue Disorders: Evaluating the Effectiveness of Methotrexate for Rheumatoid Arthritis.</p>	<p>Complete assigned readings</p> <p>Simulation Lab: Malignant Hyperthermia Include demonstration, practice, and evaluation. Debrief Simulation</p> <p>Reflective Journal</p>

	<p>Rheumatoid Arthritis (RA) Osteoporosis Juvenile Idiopathic Arthritis Systemic Lupus Erythematosis Multiple Sclerosis (MS) Pemphigus Malignant Hyperthermia</p> <p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the pathophysiologic concept of immune deficiency including definition, pathophysiology, assessment methods and diagnostic data.</li> <li>2. Discuss clinical/empirical referents and diagnostic which lead to immune deficiency.</li> <li>3. Analyze conditions which place a patient at risk for immune deficiency.</li> <li>4. Discuss key antecedents which can alter the consequences associated with immune deficiency.</li> <li>5. Discuss how assessment methods and diagnostic data can lead to identification of auto-immune disorders.</li> <li>6. Describe basic nursing interventions for people experiencing immune deficiency.</li> </ol>		<p>Complete Quiz #9 by Nov. 22, 2022 @ 5:00 p.m.</p> <p>Complete ATI Assignment by Nov. 22, 2022 @ 5:00 p.m.</p>
<p>Week 15 Date: Nov. 29, 2022</p>	<p><b>Concept: Cardiac Dysrhythmias</b></p> <p><b>Exemplars:</b> Sinus Bradycardia Sinus Tachycardia Atrial Fibrillation/Flutter</p>	<p>Pearson Module 16</p> <p>Concept Analysis: Dysrhythmias</p> <p>ATI: RN Concept-Based Curriculum topics—Perfusion—Cardiovascular</p>	<p>Complete assigned readings</p> <p>Simulation Lab: Recurrent Ventricular Tachycardia</p>

	<p>Supraventricular Dysrhythmias Atrioventricular Conduction Blocks Ventricular Tachycardia Ventricular Fibrillation Junctional Rhythms Sick Sinus Syndrome Torsades de Pointes Pulseless Electronic Activity (PEA) Pacemaker Insertion/Management</p> <p><b>OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Distinguish between cardiac dysrhythmias</li> <li>2. Discuss the concept of cardio-electrical impulses and rhythms including the pathophysiology, related terms, background and significance, and the significance to nursing.</li> <li>3. Discuss clinical and empirical referents related to cardiac dysrhythmias.</li> <li>4. Identify key antecedents that commonly lead to cardiac dysrhythmias.</li> <li>5. Analyze conditions which place a patient at risk for cardiac dysrhythmias.</li> <li>6. Discuss how assessment methods and diagnostic data can lead to identification of cardiac dysrhythmias.</li> <li>7. Describe basic nursing interventions for people experiencing cardiac dysrhythmias.</li> </ol>	<p>Disorders: Nursing Care Following Cardiac Catheterization</p>	<p>Include demonstration, practice, and evaluation. Debrief Simulation</p> <p>Reflective Journal</p> <p>Complete Quiz #10 by Dec. 2, 2022 @ 5:00 p.m.</p> <p>Complete ATI Assignment by Dec. 2, 2022 @ 5:00 p.m.</p>
Week 16	Final Examination		Complete Examination #4



Date: Dec. 6, 2022			Which is the Final Examination on Dec. 6, 2022 @ 5:00 p.m.
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**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/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 can 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>

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**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 plan 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 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 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 work as original that was used in whole or part for another course and/or professor; 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.

**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](mailto: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](http://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](mailto: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](http://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 in the student handbook.

Requirements—a measure generally calculated at 3 hours outside work for each hour 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.

#### **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.

**STUDENT EVALUATION:  
DISCUSSION RUBRIC**

CRITERIA	Performance Indicators			
	Proficient	Competent	Substantive Area for Improvement	Unsatisfactory Work
<u>Content</u> Information in the posting is relevant to the assigned questions and demonstrates student learning.	Responds to discussion questions with a clear understanding of the focus of study in the module. Posting & responses meet all the requirements of the discussion instruction  <p style="text-align: center;">25 Points</p>	Responds to discussion questions but with minor confusion about the focus of study in the module. Posting & responses meet most of the requirements of the discussion instructions  <p style="text-align: center;">20 Points</p>	Responds to 1 or more discussion questions with major confusion about the focus of study in the module. Or 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 style="text-align: center;">10 Points</p>	The discussion questions are not answered Or Responses have no connection to the questions. Posting & responses meet few/none of the discussion instructions.  <p style="text-align: center;">0 Points</p>
<u>Scholarly Presentation</u> Writing style allows for clear communication of thoughts through logical presentation of ideas with correct spelling, grammar, and punctuation (SGP).	Thoughts are logically organized at the paragraph level without errors in SGP.  <p style="text-align: center;">15 Points</p>	Thoughts are logically organized at the paragraph level with no more than 3 errors in SG  <p style="text-align: center;">10 Points</p>	Thoughts are logically organized at the paragraph level with no more than 4 errors in SGP. &/Or Thoughts show limited logical organization between ideas. <p style="text-align: center;">5 Points</p>	Thoughts show no logical organization in the paragraph. &/ Or Postings contain in excess of 4 errors in SGP.  <p style="text-align: center;">0 Points</p>

<p><u>Engagement</u> 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.  20 Points</p>	<p>Replies in the forum to 1 peer in a thoughtful, reflective, and respectful manner.  10 Points</p>	<p>Gives a limited reply to peers in a respectful manner.  5 Points</p>	<p>No replies to any postings. &amp;/ Or Replies are clearly disrespectful.  0 Points</p>
<p><u>Citations/APA</u> 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.  20 Points</p>	<p>Postings incorporate citations and references following APA format with no more than 2 errors.  15 Points</p>	<p>Postings incorporate citations and references following APA format with no more than 3 errors.  10 Points</p>	<p>Postings include three or more errors in APA format.  5 Points</p>
<p><u>Literature/Evidence</u> 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.  20 Points</p>	<p>Postings and replies are supported by <u>one</u> outside reference in addition to required readings.  10 Points</p>	<p>Postings and/or replies are <u>only</u> supported by required readings.  5 Points</p>	<p>Postings and replies are not supported by any evidence.  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
<b>Retelling of Experience</b>	<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
<b>Reflections/ Personal Response</b>	<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
<b>Relevance to Classroom Concepts or Personal Experience</b>	<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
<b>Analysis of Experience</b>	<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
<b>Effort on Assignment</b>	<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	
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**Professional Paper Grading Rubric**

Student: \_\_\_\_\_ Date \_\_\_\_\_

Section			
Introduction Hey!! 15= ____	Introduction describes subject and goal of paper  <b>Points 10-15</b>	Describes topic  <b>Points 1-9</b>	Topic not defined  <b>Points 0</b>
Body See!! 50= ____	Addresses the following:  1. Address building and maintaining clinical competence.  2. Address building and maintaining professional leadership.  <b>Points 40-50</b>	Partially responds to questions.  <b>Points 1-39</b>	Fails to address questions  <b>Points 0</b>
Summary So!! 15= ____	Succinct summary of topic  <b>Points 10-15</b>	General comments about the subject  <b>Points 1-9</b>	Does not fully address topic and issues  <b>Points 0</b>
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.  <b>Points 15-20</b>	Partially adheres to APA format  <b>Points 1-14</b>	Fails to adhere to APA format  <b>Points 0</b>
Total 100			

\*Use OWL or comparable reference for APA format.

**Presentation Rubric**

Evaluating Student Presentations					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total</b>
<b>Organization</b>	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.	
<b>Subject Knowledge</b>	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.	
<b>Graphics</b>	Student uses excessive graphics or no graphics	Student limited use of graphics rarely supports text and presentation.	Student appropriate use of graphics relates to text and presentation.	Student graphics illustrate and reinforce screen text and presentation.	
<b>Mechanics</b>	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
<b>Eye Contact</b>	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	
<b>Speech</b>	Student mumbles, speaks too quietly for students in class to hear; pronounces words incorrectly	Student's voice is low; some students in class have difficulty hearing; pronounces several words incorrectly	Student's voice is clear. Most audience members can hear presentation; pronounces most words correctly	Student uses a clear voice; all students can hear presentation; pronounces words precisely and correctly	
				<b>Total Points:</b>	

**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 (routine and consistently demonstrates competency);
- 3 = Proficient (demonstrates competency in most situations);
- 2 = Evolving (demonstrates basic competency with faculty/preceptor support or reminding)
- 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 following list of skills 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.

Initial	Follow-up	Clinical Competency Assessment
Date & Grade	Date & Grade	Skill –

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### Learning Contract

Student \_\_\_\_\_ Faculty \_\_\_\_\_

Concern:

Skill Attempt 1 2 3

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

The signatures below indicate approval/completion of the contract:

\_\_\_\_\_ Date \_\_\_\_\_ Faculty \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date  
cc Course Coordinator Verifying evidence of completion \_\_\_\_\_ Date



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

<b>Objectives</b>	<b>TBON DEC's</b>	<b>AACN Essentials</b>
<b>MEMBER OF THE PROFESSION</b>		
1. Articulate the professional nurse's scope of practice as designated by the Texas Board of Nursing for patients across the life span.	I-A 1-4; B 1, 2; D 1; II-D 1 a-c	VIII
2. Evaluate ethical, legal, and professional nursing standards to meet the developmental needs of patients across the life span.	I-B 2; C 3; II-E 8, 9	II
3. Discuss the role of the professional nurse when providing holistic, culturally sensitive and evidence-based care individuals and families across the lifespan.	I-B 7; C 2	III
4. Discuss the rights and responsibilities of patients and families regarding health care, including self-determination and right of refusal.	I-B 7; IV A 4 a, B1a;	II, VII
5. Engage in self-evaluation and reflection to appraise and improve practice	I -B 5	VIII, IX
<b>PROVIDER OF PATIENT-CENTERED CARE</b>		
6. Utilize a systematic process to analyze complex health concepts for diverse patients across the lifespan.	II-A 1.a; C.1.a; F 1	II, III
7. Describe nursing management for exemplars within selected complex health care concepts.	II-A 3.a, 4.a, b; C 4 a; E 5;	III, VII
8. Apply previously learned concepts with selected exemplars that reflect complex health care conditions.	II-B 1.b, 4; 3.a, b; E.2; F 2	I, III, IX
9. Examine the interrelatedness between health care concepts and exemplars to make clinical judgments designed for optimum patient care outcomes.	II-B 6; C 6; G 1 a	I, III
10. Analyze knowledge from nursing science to guide clinical reasoning when learning about similarities and differences in concepts associated with diverse patients or groups.	II-B 5; C 1a., 2b;	I, III, VIII
11. Discuss desired actions, side effects, rationale, and nursing implications of pharmacological agents used in the care of patients with complex health needs.	II-B 9; C 3; E 4a, 6a, 7, 12; G 3	I, II, III, VII
12. Using teaching, discharge and referral plans for patients and families.	I-A 1-4; B 1, 2; D 1; G 2a, b, 3 a; IV G 3a-c	I, II, III, VII
<b>PATIENT SAFETY ADVOCATE</b>		
13. Discuss the role of an advocate in monitoring, promoting, and reporting health safety for all age groups.	II-B 10; III-B 1, 2, 4; C	VII, IV, V
14. Implement safety principles in clinical settings to improve health care delivery and patient outcomes.	III-A1, 2, 3; B 4; C 2; D1; E 1, 2; F 1, 2	II, III,
<b>MEMBER OF THE HEALTH CARE TEAM</b>		
	IV A 5; B 2c; D 3; E2; F 1	IV, V

15. Apply principles of evidence-based practice and methods of evaluation for the designated concepts to provide quality patient care.		
16. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal well-being of patients and their families.	IV A 2, C 3; D 1; E 1a, b, 3; F 4 a	III & VI