DEPARTMENT OF NURSING
NUR 3304
Comprehensive Patient Assessment in
Rural/Border Communities
Fall 2025

SEMESTER HOURS: 3 Credit Hours
CLINICAL HOURS: 1 Credit Hour
DIDACTIC CONTACT HOURS: 2 Clock Hours/Week
CLINICAL CONTACT HOURS: 4 Clock Hours/Week
TOTAL CONTACT HOURS: 96

PREREQUISITES: Successful completion of all Previously Assigned Courses

FACULTY INFORMATION:

Name: Professor Gladys Chavarria

Contact Information: gladys.chavarria@sulross.edu cell: 432-238-2927

Office Hours:

Hours available via e-mail: 8am to 9pm Monday through Friday.

Hours available on campus: By appointment

Hours available via phone

office/home/cell: 8am to 9pm

COURSE DESCRIPTION:
This course introduces the students to the concept of rural and border communities as compared to urban/suburban communities. The focus is on the changes over time, differences, impact of health awareness, and access to health care, preventive, and treatment resources. This course addresses the potential for health promotion and disease prevention in the rural and border community. Skills include identifying sources of health-related information for population/community assessment as basis for policy planning and exploring the unique role of being known to the population as a member of the community and in the professional health provider role related to confidentiality and trust. Students will engage in the community to assess perceptions and practices. The role and challenges of the community health nurse are introduced

COURSE OBJECTIVES:

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

MEMBER OF THE PROFESSION

1. Identify national, state and local resources that address rural and border community health needs and policy.
2. Apply introspection and conscious examination of personal beliefs and value systems to increase sensitivity to and respect for rural residents.

PROVIDER OF PATIENT-CENTERED CARE
3. Differentiate the roles of the community based professional nurse in rural and border settings compared to urban settings.
4. Interview the staff of a health-related community service to assess their role, goals and outcomes related to their scope of services
5. Perform a basic community health assessment, including Windshield Survey, as foundation for local community health planning, goals, and policy to address unique needs.

PATIENT SAFETY ADVOCATE
6. Identify characteristics of rural populations that impact access to health services including disparities, health literacy, culture belief systems, environmental issues, and distance

MEMBER OF THE HEALTH CARE TEAM
7. Compare characteristics of rural and border communities with urban/suburban.
8. Identify databases and other resources related to health status
9. Engage in the community to interact with and interview local residents regarding their perceptions of health issues including disparities, health literacy, and cultural beliefs.
10. Develop awareness of unique roles of health professionals as members and residents of the community

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: ATI access and ATI Module books

COURSE EXPECTATIONS: See Below

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: 1-888-837-6055 and/or ltac@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 5days of submission.
- **Writing and use of APA**: All written assignments and bulletin board postings will be submitted using the American Psychological Association (APA) Guidelines, as indicated by faculty. http://owl.english.purdue.edu/owl/resource/560/01

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

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING AND EXPECTATIONS:

LEARNING ACTIVITIES:

Orientation to Course:

Students will participate in all learning activities which are designed to meet course objectives. Classroom activities will provide the foundation for subsequent learning experiences, which will occur in the skills laboratory, simulation laboratory, and an introduction to patient assessment in selected clinical agencies. Basic assessment skills will be initiated in the skills lab with time for practice and guidance from faculty members.

Clinical Performance Evaluation

Students' clinical performance 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 succ

Discussion/Participation: 15%

Students will participate in classroom and collaborative activities that explore the legal, professional, and ethical issues in professional nursing and health care in rural communities. Student dialogue will focus on identifying and assessing resources, analyzing situations and actions that impact professional nursing regulation and ethics in rural settings. Students are expected to contribute to the dialogue using assigned reading, critical thinking, clinical reasoning, and ethical comportment. successfully pass the course.

ATI Assignments: 15%

Students will complete assigned ATI Modules and Quizzes.

Community Assessment and Care Plan: 10%

Students will plan and conduct a community assessment and develop a community nursing care plan, applying the nursing process. Students will share their assessment and care plans with the class.

Exams: 40%

Students will be tested on knowledge learned in ATI.

Virtual Assignments: 10%

Students will complete virtual assignments in ATI Community Modules

Community Engagement: 10%

Students will engage in the community by visiting with agencies and residents and the Big Bend Museum and library to learn about the community. Students will make notes on engagements with agencies and local residents and develop class presentations based on their experiences.

ASSESSMENT OF STUDENT LEARNING:

Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class discussions, clinical performance when applicable, knowledge and comprehension of reading assignments, and completion of course assignments.

Summary of Measure for Evaluation:

Course Requirements	Percentage
Class Discussion/Participation	15%
ATI Assignments	15%
Community assessment and Care Plan	10%
Exams	40%
Virtual Assignments	10%
Community Engagement	10%
Total Points	100%

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

Grading Scale
A = 90-100
B = 80-89
C = 75-79
F = 74 OR BELOW

Grade Calculation: See below

POLICIES FOR EXAMS AND ASSIGNMENTS:

A minimum average of 80% must be achieved on examinations to receive a passing grade for the course. This will include three (3) examinations and a final. The examination average must be calculated before adding grades from other assignments. When a grade of less than 80% is acquired on any examination, the student will be required to meet with the faculty of record, followed with a meeting with the Success Counselor. The purpose for this activity is to assist the student to determine the rationale for the lower grade achievement and develop an action plan to correct identified problems. The Missildine Review will be initiated to follow student progress.

Testing/Assessments:

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

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

DIGITAL CITIZENSHIP AND TECHNOLOGY SUPPORT

Students recognize the responsibilities and opportunities for contributing to their digital communities.

1.2. Digital Citizen Students recognize the responsibilities and opportunities for contributing to their digital communities. Students:

> 1.2.a. Manage their digital identity and understand the lasting impact of their online behaviors on themselves and others and make safe, legal and ethical decisions in the digital world.
> 1.2.b. Demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.
> 1.2.c. Safeguard their well-being by being intentional about what they do online and how much time they spend online.
> 1.2.d. Take action to protect their digital privacy on devices and manage their personal data and security while online.

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TECHNOLOGY SUPPORT:

Who should I contact?

Online Support Desk

📞 888.837.6055
✉ blackboardsupport@sulross.edu

Available: 24/7

• Logging into Blackboard
• Questions about Blackboard tools/software
• Trouble with tests/quizzes/assignments
• Error messages on Blackboard
• Online course video problems

Lobo Technology Assistance Center (LTAC)

📞 432.837.8888
✉ ltac@sulross.edu

Available: Monday-Friday 8 a.m. - 5 p.m.

• Logging into your mySRSU/Banner/SRSU email
• Campus computer, computer lab, or campus Wi-Fi issues
• Security concerns with your SRSU or VPN account
• Questions about Office 365 or OneDrive

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COURSE SCHEDULE
NUR 3440 Comprehensive Patient Assessment in Rural/Border Communities
(This schedule is subject to change by faculty as needed.)

Week & Module	Topics & Objectives	Required Readings & References Submission Dates & Examinations	Learning Activities, Assignments
Week 1 Module 1 Date 8/28	Orientation to course Resources Requirements Expectations Evaluation	**Healthy People 2020/2030** **www.healthypeople.gov** **ECBP 14 regarding nursing education** **Online Journal of Rural Nursing and Health Care** **Rural Hub** **Visit ATI Community Module**	**Introduction to class: Note deadlines and dates in calendar.** **Access Healthy People to identify relevant objectives.** **Add Online Journal of Rural Nursing and Health Care and Rural Hub to your email for ongoing monitoring of current rural events.** **.**

Week 2 Module 2 Date 9/4	Topic: Community nursing 1. Describe core functions of community nursing 2. Define terms in community health 3. Describe characteristic s of rural frontier and border settings.	**Healthy People 2020/2030** **www.healthypeople.gov** **ECPB 10 Community based health care PHI 15 Local health plan**	Discuss the evolution and role of community health services and nursing's role in a rural/border community. Discuss the development of **Rural Nurse Theory.** 1. Define and differentiate between community oriented nursing practice, public health nursing practice, and community based nursing practice. 2. In relation to the community where you live, what are the major health problems? Which population groups are at greatest risk? What services are available? What services are needed and unavailable? 3. What are the mission, core functions, and essential services of public health? 4. Discuss what community oriented practice is. 5.What are the goals of public health nursing described by the Public Health Nursing Section of the APHA (1981)?
Week 3 9/11	Topic: Community Nursing 1. Compare community oriented and community based		Discuss the collaboration essential to providing rural health care. Share current rural information that is known in the community. Written Discussion Board due 9/16 (see questions above under

	nursing 2. Determine the various health professionals in community health services.		Week 2. Be prepared to respond in class to other students' answers. Windshield Assessment Part 1 due 9/22 submitted in Blackboard (only one student to submit for assigned group).
Week 4 9/18	Topic: History of community nursing 1. Explain the evolution of community health nursing 2. Research information about the health care services in the local rural area.	Secure references on the Big Bend area in the library	As a an assigned group, visit the Big Bend Museum and note historical events; visit with a school nurse and gain knowledge regarding care of children or students; visit a local pharmacy and speak to 3 individuals regarding 5 of their current prescriptions, cost and if they have knowledge of medication rationales. Prepare to discuss findings in class on 11/4 by developing a 10-minute ppt presenting what you learned that may influence current health care services. -Include relevant references located in the library and the readings. • See grading rubric for class presentations • Submit ppt to Assignment Drop Box 11/4
Week 5 9/25	Topic: Rural and Migrant Health 1. Compare and contrast rural, frontier and urban communities 2. Describe migrant workers and their common experiences 3. Explain the role of nursing in rural border		Focus discussion on the role of community health services in the larger health care system. Compare and contrast differences between urban and rural services. Rural Nursing Theory Identify ways to potentially expand services in rural areas. Review Mid -Term

	settings		
Week 6 10/2	Topic: US Health and Public Health Care Systems 1. Describe elements of the local,state, and federal health care Systems 2. Identify the impact of the health care system on rural and border communities 3. Consider how economics of rural area may influence access to health care 4. Consider distances from rural border area to complex health services		 Written Discussion Board due 10/7. See grading rubric. Be prepared to respond in class to other students' answers On the Internet, locate a job description for a public health or community nurse. From this, answer the following: 1) Which concept of public health nursing does the practice reflect? 2) Which concept is emphasized in the job description? 3) Can you determine if the nurses are involved in policy formulation that affects client services? Initiate activities to identify Vital Statistics which reflect the status of health in this rural area. Establish a plan to complete Community Assessment. Submit Windshield Assessment Part 2 in Blackboard by 10/20.
Week 7 10/9	Topics: Ethics in Community health services 1. Describe ethics as a core function in community nursing 2. Apply ethical principles and the ANA Code for Nurses to the rural and border settings.	**ANA Code of Ethicsfor Nurses** **www.nursingworls.org/**	Focus on key ethical principlesthat apply in rural communities Focus on the ANA Code Principles: 1-3 concerning your professional role; 4-6 concerning the profession's role; 7-9 concerning the broad and global ethical obligations.

			Review Mid-Term Blueprint
Week 8 10/16	Topic: Culture in rural settings 1. Describe rural culture may impact community health and health services. 2. Consider economic influences in rural settings. 3. Define aspects of a cultural assessment of local rural residents 4. Describe common characteristics of local rural residents	**Healthy People 2020/2030** **www.healthypeople.gov** **HRQOL/WB.1 Self report of good health**	Mid-Term Exam Explore how different populations define "good health"
Week 9 10/23	Topic: Community Assessment 1. Describe key characteristics to assess a rural 12 community 2. Plan to perform an assessment of a local community 3. Plan to develop a nursing care plan for the community based on the nursing process	Aspects of Bereavement in rural Rural Settings Healthy People 2020/2030 www.healthypeople.gov EH 4 Water EH 16 School Environment SDOH 3 Poverty NWS 13 Food Security AHS 1 Access to	Discuss the importance of the community health nurse developing cultural awareness and cultural competence. What are some examples of culturally sensitive interventions? Discuss Hispanic and migrant health services and resources in your area. What services are offered? What services are absent? Finalize the plan for your community assessment and community nursing care plan.

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		Health Services EH 1 Air quality SDOH 6.2 Voter participation	
Week 10 10/30	Topic: Epidemic applications and evidencebased practice 1. Describe the elements of epidemiology 2. Apply epidemiological principles to the rural community 3. Identify selected evidence-based practices in the rural community 4. Conduct a community assessment including Windshield Survey and develop a community nursing care plan. .		Conduct the community assessment and develop a community nursing care plan applying the nursing process. Data collection resources include windshield observations, informant interviews, and government data websites. Use data base included in the assignment grading rubric to structure the data collection. Written Discussion Board due 11/4 (see questions above under Week 10). Be prepared to respond in class to other students' answers. Develop ppt to report to 11/11 class on Community

			Assessment. Follow grading rubric for class presentations. List references using APA on PowerPoint presentation as a last slide. PowerPoint to be uploaded into Blackboard by 11/10
Week 11 **11/6**	Topic: Vulnerable populations in rural and frontier settings 1. Describe economic and social factorsthat contribute to vulnerability in rural populations 2. Describe characteristics of vulnerable population in rural settings 3. Explore the vulnerability of elderly persons in rural settings. 4. Explore the vulnerability of disabled persons in rural communities	**Healthy People 2020/2030** **www.healthypeople.gov** **DH 4 Disabled adults** **DH 5 Youth** **DH 7 Elderly** **OA 2 Preventative Services** **OA 8 Caregivers** **OA 11 Falls; ER use**	Present Community nursing care plan findings in class on 11/18. Follow grading rubric for class presentations. Be sure to include references in APA format as a last slide of presentation. Submit ppt to Assignment Drop box on 11/17. Discuss the community health nurse's role in promoting accessibility for disabled persons. 1. What barriers impede healthcare accessibility?

			2. What are steps the nurse can take to ensure the protection of people with disabilities?
Week 12 **11/13**	Topic: Faith based nursing practice 1. Describe health and healing in the rural community 2. Describe the role of faith communities in rural communities related to health care 3. Describe role of the parish nurse and how that role may be implemented in rural settings . 4. Identify local faith- based services and list services.		Submit copy of Assessment and Care Plan Paper to Assignment Drop Box. See above. Due 11/18. Before class visit a local pharmacy and grocery store to determine what complementary alternative therapies they offer. Discuss faith based and other healing measures in context of the rural setting. Explore how you can learn if a person is using alternative healing measures. Discuss parish nursing.

Week 13 11/20	Topic: Nurses in Home Health and Hospice 1. Describe the role of home health nurse 2. Describe benefits and challenges of home health compared to facility- based care. Identify preparation basic to home health nursing practice	**Healthy People 2020/2030** **www.healthypeople .gov** **EMC 4.3 16**	
Week 14 11/27	No class Thanksgiving		

Week 15 12/4	Topic: Rural care for children 1. Describe the role and value of school nurses for child health 2. Describe child health and development needs that relate to successful life skills Topic: Overview of basic community health nursing 1. Document observations of rural community health 2. Describe nursing knowledge, skills, and attitudesthat are essential to rural health nursing	**Healthy People 2020/2030** **www.healthypeople.gov** **EMC 4.3 ECBP 4 ECBP 5 School Nurse ECBP 6 High School Education**	Share in class what you have learned and experienced in a rural community related to culture, expectations, and relationships. Discuss how nursing is adaptable to the rural setting Review Final Exam Blueprint

Week 16 12/6	Topic: ATI Proctored Final Exam 12/6/24	Course evaluation	Final Exam Course Evaluation

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartze@sulross.edu or contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@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.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.
Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a 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.

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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 LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).
No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across

Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu. Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

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.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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 a

supportive 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.

Crosswalk of Course Objectives with TBON DECs and AACN Essentials

Objectives	TBON DECs	AACN Essentials
MEMBER OF THE PROFESSION 1. Discuss the value of current literature related to designated biophysical and pathophysiological, advanced, health-care concepts.	I-A 1-4; B 1, 2; D 1; II-D 1 a-c	VIII
2. Incorporate standards of practice for the professional nursing role when providing holistic, culturally sensitive, evidence-based care for individuals and families who are critically ill or in life-threatening situations, such as disasters.	I-B 2; C 3; II-E 8, 9	II
3. Demonstrate responsibility for continued competence in nursing practice.	I B 4	III
4. Develop insight through reflection, self-analysis, self-care and life-long learning	I -B 5	VIII, IX
PROVIDER OF PATIENT-CENTERED CARE 5. Utilize a systematic process to analyze selected, advanced, health-care concepts across the life span.	II-A 1.a; C.1.a; F 1	II, III
6. Describe and evaluate nursing management for selected, advanced, health-care concepts.	II-A 3.a, 4.a, b; C 4 a; E 5;	III, VII
7. Apply learned concepts to exemplars that reflect advanced health-care conditions (status).	II-B 1.b, 4; 3.a, b; E.2; F 2	I, III, IX
8. Analyze the interrelatedness of health-care concepts which support clinical judgments for optimum patient-care outcomes in patients across the life span.	II-B 6; C 6; G 1 a	I, III
9. Incorporate acquired knowledge and skills in addressing critical and life-threatening situations for individuals and communities.	II-B 5; C 1a., 2b;	I, III, VIII
10. Discuss desired actions, side effects, rationale, and nursing implications of pharmacological agents used in the care of patients with advanced health needs involving multiple body systems.	II-B 9; C 3; E 4a, 6a, 7, 12; G 3	I, II, III, VII
11. Create teaching, discharge, and referral plans for patients to facilitate adaptation to health needs involving multiple body systems.	I-A 1-4; B 1, 2; D 1; G 2a, b, 3 a; IV G 3a-c	I, II, III, VII
12. Discuss economic, cultural, and political issues influencing care of patients with advanced health needs.	IV-F 4	VI
PATIENT SAFETY ADVOCATE 13. Use safety alerts and decision supports to prevent harmful occurrences to patients, families, and/or staff during the care of patients.	II-B 10; III-B 1, 2, 4; C	VII, IV, V

14. Recognize clinical conditions that require notification of EMS or Rapid Response Teams.	III-A1, 2, 3; B 4; C 2; D1; E 1, 2; F 1, 2	II, III,
15. Demonstrates safe use of monitoring devices, including the crash cart, AED, and/or LifePak.	IV-F 2 d, e;	V, VII, IX
16. Describe elements of disaster planning and preparedness activities in the community.	IV A 3, b; C 2; D 1	V, VII, IX
MEMBER OF THE HEALTH CARE TEAM 17. Communicate issues related to exemplars for each concept to health-team members.	IV C 4 a, D 1, 3; E 1 a.; F 4 a	III & VI
18. Identify a variety of community resources that assist patients with advanced health problems.	IV A 5; B 2c; D 3; E2; F 1	V, VI, VII, IX
19. Employ collaborative communication principles when working with community groups and organizations to address disaster preparedness and prevention.	IV A 2, C 3; D 1, 3 a; E 1a, b, 3; F 4 a	V, VI, VII, IX