DEPARTMENT OF NURSING
NUR 3413
Concepts Across the Lifespan I
Spring 2026

Semester Hours: **Four (4) Credit Hours**
Clinical Hours: 1 Credit
Didactic Contact Hours: 3 Clock Hours/Week
Clinical Contact Hours: 4 Clock Hours/Week
Total Contact Hours: 112

PREREQUISITES: Successful completion of all Previously Assigned Courses

FACULTY INFORMATION:

Name: Dr. Rachel Johnson, DNP, MPH, RN
Contact Information: Rachel.johnson@sulross.edu
Office Hours:
Hours available via e-mail: M-F 8-5
Hours available on campus: Tues 8-5 and Wed 9-4
Hours available via phone office/home/cell: 8-5
Phone number(s): 806-789-9387
University e-mail: Rachel.johnson@sulross.edu
Office number: 432-837-8231

COURSE DESCRIPTION:

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

STUDENT LEARNING OUTCOMES:

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

MEMBER OF THE PROFESSION

1. Demonstrate accountability to provide holistic, culturally sensitive and evidence-based nursing care to patients and families in accordance with established policies and procedures, nursing regulations and standards.
2. Engage in self-evaluation and reflection to appraise and improve practice.

PROVIDER OF PATIENT-CENTERED CARE

3. Demonstrate assessment skills for patients across the life span.
4. Organize patient care activities based on identified priorities.
5. Demonstrate initial therapeutic communication skills to establish caring, culturally sensitive relationships with patients and family members. .
6. Demonstrate selected nursing activities, interventions, including medication administration as assigned for patients across the life span.
7. Using nursing standards and evidence-based findings to plan, implement, and evaluate nursing care for selected patients and families.

PATIENT SAFETY ADVOCATE

8. Apply principles of safety in the performance of patient care, including medication administration.
9. Assess potential safety hazards in patient-care environments to reduce patient and community risks.
10. Implement measures to promote aseptic techniques and reduce exposure to infections.

MEMBER OF THE HEALTH CARE TEAM

11. Demonstrate initial interpersonal and therapeutic communication skills.
12. Maintain confidentiality in accordance with regulations among the interdisciplinary team and patient
13. Recognize roles and functions of interdisciplinary team members.
14. Use informatics and technology skills to accurately assess, process, and document patient data. .
15. Implement measures to promote aseptic techniques and reduce exposure to infections.

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 AVP of Institutional Effectiveness at SRSU

Student 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)
4. Comport themselves verbally and visually in a professional manner (Professionalism)

Plan for Dissemination:

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

communication skills through assignments and activities in multiple classes.

REQUIRED REFERENCES:

Textbooks: You are not required to buy anything, they are provided for you
Recommendation:
Drug Reference Handbook: Current Edition

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 to the course will include a review of course skills, experiences, assignments, and clinical evaluation. Expectations regarding meeting scheduled class, clinical and laboratory sessions, attendance, and promptness will be reviewed

Student/Faculty Expectations in the Teaching/Learning Process:

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

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

COMMUNICATIONS:

• Announcements – Check announcements each time you log onto the course.
• Course email – Check course email frequently for communications and make sure that your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday-Friday.
• Use of technology: If you have any technical questions, problems, or concerns with Blackboard, do not spend more than 15 minutes on any technical problems. Seek help immediately. Contact 24-7 Help Desk at: 1-432-837-8888 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:

Students will engage in a variety of structured learning activities each week to develop and apply medical terminology needed for safe and effective nursing practice. Learning experiences include vocabulary building, word-part analysis, pronunciation practice, and system-based terminology exploration supported by diagrams, worksheets, and weekly guided PowerPoints. Students will interpret abbreviations, symbols, diagnostic tests, and medication terms through practical exercises, including reading provider orders, reviewing lab results, and analyzing short clinical scenarios. Case studies and charting activities require students to translate lay language into clinical terminology and practice documenting assessments and findings using accurate medical language. Interactive review games, quizzes, and pronunciation drills promote engagement and reinforce retention. The course concludes with the integration of terminology into a complete documentation of a head-to-toe assessment and comprehensive final exam to demonstrate mastery.

ASSESSMENT OF STUDENT LEARNING:

1. Student learning will be assessed through weekly quizzes, vocabulary and application-based worksheets, and participation in case studies and charting exercises. These assessments measure the student's ability to define, interpret, and accurately use medical terminology assignment evaluate cumulative mastery of course concepts and readiness for nursing documentation.

2. Summary of Measure for Evaluation:

Course Requirements	Percentage
Exams	30%
Final Exam	40%
Learning Activities and Assignments	15%

Quizzes & Siumlation   15%
Total Points   *100%*

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

   Grading Scale
   A = 90-100
   B = 80-89
   C = 75-79
   D = 69-74
   F = 69 OR BELOW

POLICIES FOR EXAMS AND ASSIGNMENTS:

A minimum average of 75% must be achieved on examinations to receive a passing grade for the course. This will include three (3) examinations and a final examination. The examination average must be calculated before adding grades from other assignments. When a grade of less than 75% is acquired on any examination, the student will be required to meet with the faculty of record, followed with a meeting with the Success Counselor. The purpose for this activity is to assist the student to determine the rationale for the lower grade achievement and develop an action plan to correct identified problems.

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.

NURS 3413 Concepts Across the Life Span I
(This schedule is subject to change by faculty as
needed.)

Week Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments, & Submission Dates
Week 1 Module 1 1/14-1/16	**No Class/ focus on clinical carnival**	Focus on clinical Carnival	
Week 2 Module 2 1/19-1/23	**Orientation Health & Wellness** 1. Discuss the role which concepts play in the learning process. 2. Recognize the syllabus as a guide to learning. 3. Discuss the relationship between concepts and clinical experiences. 4. Differentiate concepts on Health-wellness and Illness continuum. Exemplars: • Rural Concepts of Resilience, Self- reliance, & Independence • Health Beliefs (Individual & Cultural)	1. Course syllabus 2. Blackboard resources posted in Module 1 3. Week 1 PowerPoint:: Health & Wellness	**LEARNING ACTIVITIES:** Prior to class, complete the following activities: 1. Read the entire syllabus and mark areas of concern or statements that are unclear to you. 2. Review the Week1 PowerPoint 3. Orientation to the structure of weekly modules in Blackboard and navigation of course resources. **Skills Lab:** - NG Tubes - Catheters - Medications

| Week 3 Module 3 1/26-1/30 | **Stress Responses and Anxiety Disorders** 1. Describe how responses to stress are mediated through perception, personality, social support, culture, and spirituality. 2. Describe holistic approaches to stress management. 3. Describe manifestations of anxiety and obsessive-compulsive disorders. 4. Describe basic nursing interventions for people experiencing anxiety and obsessive-compulsive disorders.

Exemplars:
• Generalized Anxiety Disorders
• Obsessive Compulsive Disorders
• Separation Anxiety
• (Developmental) Phobias
• Panic Disorders
• Post-Traumatic Stress Disorder | **Read:** ATI Mental Health Nursing Chapter 11 (page. 59-66) & Chapter 12 (69-72)

ATI Pharmacology Made Easy: The Neurological System (Part 2), Medication Therapy for Anxiety Disorders

ATI Concept Analysis Template/Notes: Anxiety Disorders (GAD, OCD, Separation Anxiety, Phobias, panic Disorders) Trauma and Stressors Related Disorders (PTSD)

ATI Medication Template:

Selective Serotonin Reuptake Inhibitors (Paroxetine, Sertraline, Fluoxetine, Escitalopram, Fluvoxamine)

Serotonin Norepinephrine Reuptake Inhibitors (Venlafaxine)

Tricyclic Antidepressants (Amitriptyline, Imipramine)

Monoamine Oxidase Inhibitor (Phenelzine)

Noradrenergic and specific serotonergic antidepressant (Mirtazapine)

Benzodiazepine Sedative Hypnotic Anxiolytics (Diazepam, Lorazepam | LEARNING ACTIVITIES: Simulation: Anxiety in a Patient Facing Hospitalization for First Time

Severe Anxiety Laerdal Scenario Cloud Obj:
. 1. Differentiate between acute anxiety and respiratory or cardiac distress.
. 2. Recognize and respond appropriately to the level of anxiety demonstrated.
. 3. Incorporate respect for spiritual and cultural issues into the plan of care.
. 4. Advocate for the patient's right to delay or cancel treatment. |

		Chlordiazepoxide, Clorazepate, Oxazepam, Clonazepam)	
Week 4 Module 4 2/2-2/6	**Reproduction/Intrauterine Development** 1. Identify the calculation process to determine anticipated date of birth. 2. Discuss the risk factors for mothers over 35 years of age. 3. Discuss untoward experiences which may accompany the 1st Trimester of pregnancy & provide potential management. 4. Which techniques are used most frequently to make prenatal diagnoses? 5. Discuss information included in the calculation of the multiple marker test. 6. Provide rational for discomforts the mother experiences during the 3rd Trimester. **Exemplars:** • Male & Female Reproductive Structures • Process of Conception 1st Trimester of Pregnancy	**Read/Review:** ATI review module RN Maternal Newborn content mastery book: Ch. 3-5 (pg. 19-32) *Application exercises at the end of each chapter. ATI Engage Maternal, Newborn, and Women's Health RN: Pregnancy and Fetal Development--Uncomplicated/Healthy Pregnancy ATI Concept Analysis Template/Notes: Physiological Status of Pregnant Client **Prepare for Exam 1**	**Skill Lab** Prepare a teaching plan for a common issue during pregnancy such as nutrition, weight gain, exercise, and sexual contact. Skills Lab – Obj: Prenatal Visit and Assessment 1. Calculate the process to determine anticipated date of birth based on last menstrual cycle. 2. Obtain medical and family history. 3. Discuss the risk factors for mothers over 35 years of age. 4. Discuss physical

	• Embryonic Development 2nd Trimester of Pregnancy • Development of fetus & placenta Physical & Psychological Changes During Pregnancy Signs of Pregnancy • Role of partner 3rd Trimester of Pregnancy • Health Promotion • Preparation for Birth Concepts Related to Reproduction		and psychosocial changes which may accompany the 1st Trimester of pregnancy & provide potential management. 5. Perform a physical assessment to include a client's baseline weight vital signs. 6. Discuss initial lab tests, including hemoglobin, hematocrit, WBC, blood type and Rh, rubella titer, urinalysis, renal function test, Pap test, cervical cultures, HIV antibody, hep B surface antigen, toxoplasmosis, and RPR or VDRL. 7. Order labs and document EHR and schedule next visit for abdominal ultra sound to determine fetal heart rate.

Week 5 Module 5 2/9-2/13	**Reproduction/Antepartum Care**	**Read:**	**Skills Lab:**
	1. Discuss risk factors which may lead to complications during pregnancy. 2. Identify clinical referents which would alert the mother to possible complications. 3. Discuss psychological and physiological preparation for parents facing information regarding potential complications of pregnancy. 4. Discuss nursing management for patients experiencing hemorrhagic complications of pregnancy. **Exemplars:** • 1st Trimester-Diagnosis, Assessment, & Management • 2nd Trimester-Management of Common Discomforts and Follow-up of anticipated development. • 3rd Trimester-Cultural, Ethnicity, & Religious Influences. • Preparation for Labor & Birth **Complications of Pregnancy** • Hypertensive Disorders • Placenta Previa/Abruption • Uterine Rupture • Hydatidiform Moles	ATI review module RN Maternal Newborn content mastery book Ch. 6-10 (pg. 33-74) *application exercises at the end of each chapter Engage Maternal, Newborn, and Women's Health: Pregnancy and Fetal Development—Complications of Pregnancy, Hemorrhagic Disorders ATI System Disorder Template: • Spontaneous Abortion • Ectopic Pregnancy • Gestational Trophoblastic Disease • Placenta Previa • Abruptio Placentae • Vasa Previa ATI: Learn: Maternal Newborn 4.0 **Exam 1**	Patient who are full term with different conditions. Prepare: for: - Monitoring mom and baby during labor - Normal birth - Breech

| Week 6 Module 6 2/16-2/20 | **Reproduction: Intrapartum & Post Partum Care** 1. Discuss Physiological & Psychological Preparation for Labor. 2. Differentiate between fetal presentation, and engagement. 3. Describe the physiology of labor and the forces of labor. 4. Differentiate between false labor and true signs of labor. 5. Discuss type and process for fetal surveillance during labor. 6. Discuss the causes of minimal or absent FHR variability. 7. Discuss the role of the nurse during labor 8. Describe the cardinal movements of labor. 9. Define the Four Stages of Labor. **Objectives For Postpartum:** 1. Identify the factors and process for assessing a patient immediately post- delivery (puerperium). 2. Describe the types of lochia in relation to healing and involution of the uterus. 3. Discuss length of time a patient is amenorrhoeic and the reason for ovulation suppression. 4. Describe the type of care and rationale for episiotomy care. 5. Discuss common causes of postpartum infection/fever. 6. Clarify the care required for breastfeeding and non-breastfeeding mothers. 7. Discuss food, medications, and other factors to avoid during breast-feeding. | **Read:** ATI review module RN Maternal Newborn content mastery book Ch. 11-22 (pg. 77-154) Engage Maternal, Newborn, and Women's Health: Labor and Birth--Labor Engage Maternal, Newborn, and Women's Health: Labor and Birth—Complications of Labor and Birth Engage Maternal, Newborn, and Women's Health: Following Birth—Complications During the Postpartum Period Notes: 1. Stages of labor including nursing care 2. Pain Management 3. Fetal Assessment 4. Procedures to Assist with Labor 5. Potential complications | **Skills Lab:** Patient who are full term with different conditions. Prepare: for: - Monitoring mom and baby during labor - Shoulder Dystocia - Hemorrhagic bleed |

	Exemplars: • Reproduction/Intrapartum & postpartum Care • Physiological & Psychological Preparation for Labor • Physiology of Labor • Four Stages of Labor **Post-partum:** • Physical &Psychological adaptation After Delivery • Maternal Role Attainment Development of Family attachment • Post-Partum Weight & Nutrition • Nutritional Care of Breastfeeding Mother • Focus on Customs, Diversity, and Culture While Teaching • Alteration in the PostPartum Period For Childbearing Age Groups		
Week 7 Module 7 2/23-2/27	**Reproduction/Term Newborn/Prematurity** 1. Discuss the value of neonatal resuscitation (ABCD,s) at birth. 2. Discuss the primary mechanism by which pulmonary blood flow increases after birth. 3. Identify appropriate and hazardous forms of newborn stimulation. 4. Identify and describe the two types of access to be used for volume expansion in the newborn. 5. Discuss the Apgar score used to discuss the newborn's response to extrauterine environment and to resuscitation.	**Read:** ATI review module RN Maternal Newborn content mastery book Ch. 23-27 (pg. 159-204) Engage Maternal, Newborn, and Women's Health: Newborn Care—Newborn Adaptations Engage Maternal, Newborn, and Women's Health: Newborn Care—Complications of the Newborn ATI Concept Analysis Template: Newborn Expected Reference	**Skills Lab:** Newborn Infant with Meconium in the Amniotic Fluid ATI Health Assess 3.0: Maternal/Newborn--Newborn Immediate Transition Following Birth ATI Health Assess 3.0: Maternal/Newborn--Newborn Comprehensive Assessment ATI Module

	6. Discuss pulmonary care for an infant born with meconium stained amniotic fluid. **Exemplars:** • Adaptation to Extrauterine Life • Maintaining Oxygen Transport • Cardiovascular & Hematopoietic Adaptation • Nutrition and Metabolism • Conjugation of Bilirubin • Coagulation • Gastrointestinal Adaptation Period of Reactivity • Sensory Capability • Newborn Assessment • Neuro-Muscular Characteristics **Prematurity:** • Body System • Physiology • Long Term Needs • Nursing Process for Prematurity • Promotion of Attachment	Ranges and Physical Findings **Prepare for Exam 2**	Maternal Newborn 4.0: Teaching Prenatal & Newborn Care (submit activity report)
Week 8 Module 8 3/2-3/6	**Tissue Integrity** **1.** Discuss the progression of inflammation as the process occurs with tissue injury across the life span. 2. Describe the basic stages of wound healing, related clinical/empirical referents, and associated time intervals for each age group. 3. Differentiate manifestations of inflammation and infection across the life span. 4. Outline Peri-operative care processes and standards. 5. Discuss diagnostic data used to determine sources of inflammation, infective sources and processes, and wound	**Read:** ATI Fundamentals Ch. 55 and 56 (pg. 333-346) ATI Assignment: Skills Modules—Wound Care ATI Engage Fundamentals: Tissue Integrity ATI Complete Concept Analysis template: 1**. Pressure-Stasis Ulcer** **2. Bacterial Infections** **3. Parasitic Infections**	**Skills Lab:** Sterile Dressing Change **Simulation Lab:** Staging Pressure Ulcers

	healing. 6. Identify antecedents to tissue injury, damage, including existing chronic conditions that influence inflammatory processes. 7. Describe basic nursing interventions for people experiencing injuries to tissue integrity, including surgical injuries and decubiti. **Exemplars:** • Stages of Pressure Ulcers • Pressure-Stasis Ulcer • Bacterial Infections • Parasitic Infections • Viral Infections	**4. Viral Infections** **5. Stages of** **Pressure Ulcers** **Exam 2**	
Spring Break Week 3/9-3/13	**Spring Break**	**Enjoy your break!**	
Week 9 Module 9 3/16-3/20	**Perfusion/Clotting** 1. Describe the process and sequelae of hemorrhage 2. Outline how body systems compensate for early fluid loss. 3. Differentiate thrombus and emboli and their signs and symptoms 4. Identify diagnostic data that are used to identify acute coronary syndrome 5. Describe common nursing actions associated with caring for persons experiencing acute coronary syndrome. **Exemplars:** • Hemorrhage • Hemophilia • Thrombocytopenia • Arterial Thrombus-Emboli • Venous Thrombus-Emboli • Deep Vein Thrombosis	**Read:** ATI RN Adult Medical Surgical Nursing Ch. 32, 36, 43 ATI Engage Medical Surgical: Alterations in Cardiovascular Function and Perfusion 1. Peripheral Vascular Disease 2. Peripheral Artery Disease ATI Real Life RN Med/Surg 4.0: Myocardial Infarction Complications ATI Concept Analysis template: 1. Myocardial Infarction	**Skills Lab:** **1**. Applying antiembolism stockings 2. Applying sequential compression devices 3. Using automated external defibrillator

	• Peripheral Vascular Disease • Acute Coronary Syndrome (MI) • Coronary Artery Disease	2. Peripheral Vascular Diseases	
Week 10 Module 10 3/23-3/27	**Perfusion** 1. Compare and contrast primary hypertension and secondary hypertension. 2. Discuss the long-term effects of primary hypertension. 3. Identify manifestations of ischemia. 4. Describe diagnostic data that can identify indicators of stroke. 5. Relate processes of rehabilitation following stroke. **Exemplars:** • Secondary Hypertension • Mitral Valve Prolapse • Ischemia • Congenital Heart Defects • L to R Shunt • Obstructive Lesions • Cyanotic Lesions • Hypertensive Disorders of Pregnancy • Stroke • Congestive Heart Failure	**Read:** ATI RN Adult Medical Surgical Nursing Ch. 16, 33, 37 ATI Pediatric Nursing Ch. 20 Engage Adult Med/Surg: Alterations in Neurological Function—Stroke ATI Complete Concept Analysis template: **Stroke**	**Skills Lab:** Practice Maternal Newborn Assessment
Week 11 Module 11 3/30-4/3	**Comfort/Nociceptive/-Neuropathic/Visceral Pain** Differentiate nociceptive pain from neuropathic and visceral pain. Identify conditions which place a patient at risk for impaired comfort/pain. Describe how responses to pain and comfort are mediated through perception, personality, social support, culture, and spirituality. Describe holistic approaches to comfort management. Describe basic nursing interventions for people experiencing pain.	**Read:** ATI review module RN Adult Medical Surgical Nursing content mastery book Ch. 5, 63, 83 (pg.634) ATI Fundamentals Ch. 41 ATI Pediatric Nursing Ch. 9 (pg. 51-54) ATI Engage Fundamentals Physiological Concepts for Nursing Practice: Pain ATI Complete Concept Analysis template**:** **Renal Calculi** **Prepare for Exam 3**	**Skills Lab:** - Patient-controlled analgesia (PCA) Pump

	Exemplars: • Surgical Intervention • Tissue Trauma • Labor Pain • Kidney Stones • Diabetic Neuropathy • Degenerative Disc Disease • Phantom Limb Pain • Diabetic Neuropathy • Alcoholic Neuropathy • Nerve Root Compression • Degenerative Disc Disease Visceral Pain Exemplars: • Volvulus Intussusception		
Week 12 Module 12 4/6-4/10	**Acid-Base/Acidosis & Alkalosis** 1. Distinguish between metabolic and respiratory alkalosis. 2. Discuss the concept alkalosis including pathophysiology, related terms, background and significance, and the significance to nursing. 3. Describe regulatory functions that regulate hydrogen and bicarbonate ion concentration in the blood. 4. Discuss clinical and empirical referents related to alkalosis. 5. Identify key antecedents that commonly lead to an alkalotic state. 6. Describe basic nursing interventions for people in an alkalotic state. **Exemplars For Metabolic Acidosis:** • Salicylate Intoxication • Diabetic Ketoacidosis **Exemplars For Respiratory Acidosis:** • Hypoventilation • Hypercapnia • Central Nervous System	**Read:** ATI RN Adult Medical Surgical Nursing Ch. 46 ATI Complete Concept Analysis template: **Acidosis & Alkalosis** **Examination 3**	**Skills Lab:** Maternal Newborn Assessment Practice (Subject to change)

Depression
• Over-sedation
• Obesity

Exemplars For Metabolic Alkalosis:
• Gastro-intestinal Losses/Vomiting or Suctioning
• Hypokalemia
• Antacid Ingestion

Exemplars For Respiratory Alkalosis:
• Hyperventilation
• High Fever
• Hypoxia
• High Progesterone Levels

Week 13 Module 13 4/13-4/17	**Metabolism/Hormone Imbalances** 1. Differentiate factors and antecedents to metabolic imbalance in age groups. 2. Relate clinical/empirical referents to common metabolic disorders. 3. Discuss diagnostic data to determine common metabolic disorders. 4. Discuss consequences of hyperglycemia on each body system. 5. Describe basic nursing interventions for people experiencing chronic metabolic disorders. **Exemplars:** • Diabetes Mellitus Type I • Diabetes Mellitus Type II • Hyperglycemia • Hyperosmolar • Non- Ketotic Syndrome (HHNKS) • Gestational Diabetes • Osteoporosis • Acromegaly Goiter	**Read:** ATI RN Adult Medical Surgical Nursing Ch. 71 (529-533), 78 (pg. 591-592), 81 (615-619), 82 (621-623), 83 (627-635) ATI Complete Concept Analysis template: **Osteoporosis**	**Skills Lab:** Assessing Endocrine Disorders

	• Addison Disease- • Hypercortisolism • Cushing Syndrome • Hypercortisolism • Liver Cirrhosis		
Week 14 Module 14 4/20-4/24	**Elimination/Altered Elimination** 1. Discuss the importance of elimination functions in each age group. 2. Describe how body systems compensate for challenges to elimination processes. 3. Identify clinical referents that are altered when persons experience retention and constipation. 4. Outline basic nursing interventions for people experiencing chronic metabolic disorders. **Exemplars:** • Urinary Retention • Extropy of the Bladder Incontinence • Benign Prostatic Hyperplasia Bowel & Bladder Incontinence Constipation/Impaction Diarrhea • Encopresis • Urinary Calculi • Colostomy • Ileostomy • Nephrolithiasis • Nephrotic Syndrome Hypospadias • C-Difficele	**Read:** ATI Medical Surgical Ch. 53 ATI Fundamentals Ch. 43 and 44 ATI Engage Fundamentals: Physiological Concepts for Nursing Practice—Elimination ATI Complete Concept Analysis template: **Constipation** **ATI Proctored Assessment:** **Maternal Newborn**	**Skills Lab:** **Review Skills**
Week 15 Module 15 4/27-5/1	**Mobility/Immobility** 1. Discuss the factors that influence changes in mobility in each age group. 2. Describe how body systems compensate for challenges to mobility. 3. Identify clinical referents	**Read:** ATI Fundamentals Ch. 40 ATI Engage Fundamentals Foundational Concepts of Nursing Practice—Mobility ATI Complete Concept	**Skills Lab:** **Prepare for final**

	which occur in each body system that are altered when persons experience common reductions in mobility 4. Outline basic nursing interventions for people experiencing reductions in mobility. **Exemplars:** • Bed Rest Contractures • Back Injuries Fractures • Disuse Syndrome • Hip Fractures • Osteoarthritis • Osteoporosis • Scoliosis • Osteogenesis Imperfecta • Congenital Musculoskeletal Abnormalities • Legg-Calve'-Perthes Disease • Cerebral Palsy • Spinal Cord Injury	Analysis template: **Immobility** Submit Focused Review for Proctored Exam **Prepare for Final Examination**	
Week 16 Module 16 5/4-5/8	**Finals Week!**	**Let's GOOOOOO!!**	

COURSE EXPECTATIONS:

Orientation to Course: This course orientation introduces students to the structure, expectations, and learning resources for Medical Terminology. During the first week, students will review the syllabus, grading criteria, and Blackboard navigation while learning how weekly modules, assignments, and exams are organized. Emphasis is placed on the importance of medical terminology for safe nursing communication, documentation, and clinical practice, providing a strong foundation for success in this course and future nursing coursework. Students are accountable to adhere to facility policies and procedures.

Orientation will include a review of course skills, experiences, assignments, and clinical evaluation. Expectations regarding meeting scheduled class, clinical and laboratory sessions, attendance, and promptness will be reviewed.

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS:

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

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

COMMUNICATIONS:

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

Attendance & Participation

- Your attendance is expected at every class meeting, both face-to-face and online.

- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance, including responding to faculty requests or communications.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, email, or text as soon as possible and arrange to make up the assignments.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information about 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.

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

MANDATORY UNIVERSITY STATEMENTS:

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

computer files, data listings, and/or programs, or allowing another student to copy from same.

2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test. 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.
5. Bribing another person to obtain a non-administered test or information about a non- administered test.
6. 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.
7. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
8. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
9. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
10. "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 Schwartze, LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email mschwartze@sulross.edu or Ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall – room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

LIBRARY INFORMATION

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, **library.sulross.edu**. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (**srsulibrary@sulross.edu**), or phone (432-837-8123).

Additional information for students at Rio Grande College:

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

CLASSROOM CLIMATE OF RESPECT

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

DIVERSITY STATEMENT

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

DISTANCE EDUCATION STATEMENT

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook. Requirements—a measure generally calculated at 3 hours outside work for each hours in class.) Students MUST have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays.

ONLINE SUPPORT FOR COURSES:

Students MUST have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays.

GENERAL CAMPUS REGULATIONS AND CONDUCT:

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

Required Student Responsibilities Statement
All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

Use of Generative Artificial Intelligence (AI) Technologies
In this course, you are expected to engage with your work honestly and with integrity. Generative artificial intelligence (AI) tools, including large language models (LLMs), are prohibited.
Any work you submit must represent your own understanding, critical thinking, and effort. If AI tools are used, you must clearly acknowledge how they were used and ensure their use aligns with the university's academic integrity policy, information security guidelines, and the professional norms of this discipline. Misuse of AI will be treated as a violation of academic integrity.
The goal is not to prevent you from using emerging technologies, but to help you use them responsibly, transparently, and in ways that support—not replace—your learning.

Connecting with Students for Success

As a part of a research study, I am committed in this course to the following:

| I will know your name | I will provide user-friendly, timely feedback on your assignments | I will hold high standards and support you to achieve them | I will hold an individual meeting with each student during the semester |