DEPARTMENT OF NURSING

NUR 4344
Course Name: Competencies for Patient Centered Care III
Course Term: Spring 2026

SEMESTER HOURS: Three (3) Credit Hours
CONTACT HOURS: A minimum of 20 Contact Hours per Week
CLINICAL HOURS: 192 Clock hours
Level: Senior
PREREQUISITES: Successful completion of previously assigned courses

FACULTY INFORMATION:
> Name: Dr. Veronica Arredondo
> Contact Information: 432-978-7814
> Office Hours:
>> Hours available via e-mail: 8a to 8p
>> Hours available on campus: Wednesdays 9a to 5p
>> Hours available via phone office/home/cell: 8a to 8p
>
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COURSE DESCRIPTION: This course focuses on concepts and skills for the development of the professional nurse's role in advanced nursing situations with all aged patients/families involving multiple body system in intermediate and critical-care settings. Emphasis is on knowledge, judgment, skills, and professional values within a legal /ethical framework. Development of beginning leadership and management skills will be reflected in direct-patient learning activities in all clinical sites. Incorporation of evidence-based practice is evident as the basis for decision making for nursing intervention, leadership, and management. Clinical scheduling will provide opportunities to complete specialty-focused learning modules aligned with course objectives, including care of diverse populations and clinical practice settings.

COURSE OBJECTIVES:

MEMBER OF THE PROFESSION

1. Collaborate with interdisciplinary health-care team to implement and promote safe, quality care for patients, families, and community across the life span.

2. Demonstrate leadership skills when participating in rural communities to promote health and professional nursing practice.

3. Demonstrate accountability for additional learning needs to exhibit competencies relevant to specific practice areas.

PROVIDER OF PATIENT-CENTERED CARE

1. Apply theory, concepts, complex skills, regulations, and laws associated with patient-centered

care in rural health care settings.

2. Apply relevant nursing literature, research, and evidence-based findings to nursing practice and clinical decisions.

3. Analyze and interpret health data for underlying pathophysiological changes in the patient's status to anticipate health-care needs and revise the plan of care.

4. Apply knowledge of disease prevention and health promotion in the delivery of care to at risk patients.

PATIENT SAFETY ADVOCATE (add for specific course)

1. Safely perform increasingly complex patient-care activities, including administration of medications and procedures.

2. Communicate and/or document the patient's need for or response to pharmacological and non-pharmacological interventions.

3. Promote patient autonomy by engaging patients in planning care.

4. Employ facility policies and procedures and evidence-based practice guidelines to clarify orders, policies, and/or procedures that may be harmful to the patient.

5. Seek assistance or training whenever new or unfamiliar skills, equipment, or technology are encountered in the clinical area.

MEMBER OF THE HEALTH CARE TEAM (add for specific course)

1. Facilitate confidentiality of communication among patients, families, community resources, and the interdisciplinary team to meet health-care needs of the patient and family across the life span.

2. Collaborate with inter-professional team members to promote and improve safe, holistic care and to evaluate outcomes of care.

3. Teach patients, families, and communities about access to health-related information.

4. Use informatics and technology skills to accurately assess, process, and document patient data.

Collaborate with inter-professional team members to address natural disasters, emergencies, and trauma events.

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

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 OpenStax

COURSE EXPECTATIONS:

Orientation to Course:
Students will participate in course orientation and orientation to designated hospitals, community agencies and clinic settings prior to engaging in clinical learning experiences. Students are accountable to adhere to facility policies and procedures. Orientation will include a review of course skills, experiences, assignments, and clinical evaluation. Expectations regarding meeting scheduled class, clinical and laboratory sessions, attendance, and promptness will be reviewed.

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS:

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

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

COMMUNICATIONS:
- **Announcements** – Check announcements each time you log onto the course.
- **Course email** – Check course email frequently for communications and make sure that your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday-Friday.
- **Use of technology**: If you have any technical questions, problems, or concerns with Blackboard, do not spend more than 15 minutes on any technical problems. Seek help immediately. Contact 24-7 Help Desk at: 1-888-837-6055 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: (Course specific generalized statement about activities, assignments, grading and expectations)

LEARNING ACTIVITIES:

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 in order to successfully pass the course.

Journal

Students will complete reflective journal entries to analyze clinical experiences, application of nursing concepts, clinical judgment, and professional development. Journals are intended to support critical thinking, self-assessment, and integration of theory into practice.

Clinical Packet

Students will complete assigned forms for each clinical experience, which may include pre-clinical preparation, patient assessments, care plans, clinical logs, reflections, and faculty feedback as required. The clinical packet must be kept organized and up to date and will be submitted according to course deadlines.

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 class discussion, clinical performance when applicable, knowledge and comprehension of reading assignments, and completion of course assignments. Criteria for each course activity and assignments, including grading rubrics, are identified in the weekly modules and located in the appendix of this syllabus. Achievable points for assignments will be totaled and calculated into the grade according to the percentage

specified.

Summary of Measure for Evaluation:

Course Requirements	Percentage
Midterm/Final Evaluation	30%
Clinical Packets	50%
Journal	20%
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
D = 69-74
F = 69 OR 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 XXXX   COURSE NAME
(This schedule is subject to change by faculty as needed.)

Week Dates	This Schedule Reflects Activities as Assigned to Each Agency
Week 1	Orientation to course – Specific Agencies, Units/Facility. Discuss and do an overview of course activities and expectations including Geriatric, Peri-Operative, and Obstetrical Focused Modules and Behavioral Health Case Study.
Week 2	Complete Learning Activities Related to care of the Dialysis Patient Receiving Hemodialysis, Peritoneal Dialysis and/or CRRT. Include demonstration, practice, and evaluation.
Week 3	ACUTE CARE Provide nursing care to 1-2 patients in an acute care unit focused on meeting the course objectives with different patients each week. Schedule two visits with geriatric patient during the semester for Geriatric Project. Identify surgical patient to follow from pre-operative, operative, and post-operative for Peri-operative Focused Clinical for semester. Review patient care plan with faculty & preceptor.
Week 4	ACUTE CARE Provide nursing management to two selected patients in the dialysis center. With guidance from the preceptor, include teaching regarding skin care, nutrition, and fluid management.
Week 5	ACUTE CARE. Provide nursing care to a minimum of 2 patients with increased acuity requiring focused clinical judgment to predict needs and prioritization as reflected in the nursing care plan. Identify pregnant woman or family to follow from antepartum through delivery, through post-partum for Obstetric Focused Clinical for semester.
Week 6	ACUTE CARE. Provide nursing care to a minimum of 2 patients with increased acuity requiring focused clinical judgment to predict needs and prioritization as reflected in the nursing care plan. Identify pregnant woman or family to follow from antepartum through delivery, through post-partum for Obstetric Focused Clinical for semester

Week 7	ACUTE CARE. Provide nursing care to a minimum of 2 patients with increased acuity requiring focused clinical judgment to predict needs and prioritization as reflected in the nursing care plan. Identify pregnant woman or family to follow from antepartum through delivery, through post-partum for Obstetric Focused Clinical for semester
Week 8	ACUTE CARE. Provide nursing care to a minimum of 2 patients with increased acuity requiring focused clinical judgment to predict needs and prioritization as reflected in the nursing care plan. Identify pregnant woman or family to follow from antepartum through delivery, through post-partum for Obstetric Focused Clinical for semester
Week 9	ACUTE CARE. Provide nursing care to a minimum of 2 patients with increased acuity requiring focused clinical judgment to predict needs and prioritization as reflected in the nursing care plan. Identify pregnant woman or family to follow from antepartum through delivery, through post-partum for Obstetric Focused Clinical for semester **Midterm Evaluation**
Week 10	ACUTE CARE. Provide nursing care to a minimum of 2 patients with increased acuity requiring focused clinical judgment to predict needs and prioritization as reflected in the nursing care plan. Identify pregnant woman or family to follow from antepartum through delivery, through post-partum for Obstetric Focused Clinical for semester
Week 11	ACUTE CARE. Provide nursing care to a minimum of 2 patients with increased acuity requiring focused clinical judgment to predict needs and prioritization as reflected in the nursing care plan. Identify pregnant woman or family to follow from antepartum through delivery, through post-partum for Obstetric Focused Clinical for semester
Week 12	ACUTE CARE. Provide nursing care to a minimum of 2 patients with increased acuity requiring focused clinical judgment to predict needs and prioritization as reflected in the nursing care plan. Identify pregnant woman or family to follow from antepartum through delivery, through post-partum for Obstetric Focused Clinical for semester.
Week 13	ACUTE CARE. Provide nursing care to a minimum of 2 patients with increased acuity requiring focused clinical judgment to predict needs and prioritization as reflected in the nursing care plan. Identify pregnant woman or family to follow from antepartum through delivery, through post-partum for Obstetric Focused Clinical for semester

Week 14	NCLEX Prep Week
Week 15	ACUTE CARE. Provide nursing care to a minimum of 2 patients with increased acuity requiring focused clinical judgment to predict needs and prioritization as reflected in the nursing care plan. Identify pregnant woman or family to follow from antepartum through delivery, through post-partum for Obstetric Focused Clinical for semester
16	Final Evaluation Overall Clinical Journal

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