

DEPARTMENT OF NURSING
NUR 3440
Comprehensive Patient Assessment in
Rural/Border Communities
Fall 2026

SEMESTER HOURS: Four (4) Credit
Hours CLINICAL HOURS: 2 Credit
Hours DIDACTIC HOURS: 2 Clock
Hours/Week CLINICAL HOURS: 8 Clock
TOTAL CONTACT HOURS: 160 Clock Hours

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 addresses techniques and application of bio-psycho-socio-behavioral and cultural principles of assessment applicable across the life span for individuals with health-care needs in rural/border communities. This educational process links previous basic knowledge and experience with concepts, skills to utilize diagnostic tools and equipment, therapeutic communication skills, body-systems assessment, screenings, diagnostic data, pathophysiologic knowledge, and standardized data scales to obtain a comprehensive patient assessment. Assessment techniques will be applied in all areas of nursing including obstetrics, pediatrics, geriatrics, medical-surgical patients, mental health, and acute care. Classroom, laboratory, and on-line experiences will be utilized throughout the semester

COURSE OBJECTIVES:

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

MEMBER OF THE PROFESSION

1. Function within the legal scope of practice for comprehensive patient assessment as designated within state and national guidelines.
2. Incorporate current evidence-based practice principles, data from refereed journals, and information from nursing disciplines throughout the database and process of assessment.

PROVIDER OF PATIENT-CENTERED CARE

1. Develop and implement a comprehensive database for health assessment and adaptation for varied patient populations, including change in age, gender, culture, and ethnicity.
2. Demonstrate physical examination techniques, including observation, auscultation, palpation, and percussion for each body system during a head-to-toe assessment.
3. Use effective interview techniques, communication skills, and appropriate terminology when conducting a health history, compiling a heritage history, and performing a physical examination.
4. Modify the assessment approach for health variables such as growth and development, reproduction, nutritional status, patient safety, health promotion, antecedents/risk factors, diagnostic data, and disease prevention principles during the assessment process.
5. Demonstrate appropriate selection and utilization of assessment tools for each body system.

PATIENT SAFETY ADVOCATE

1. Follow safety principles and infection control when obtaining physical data from patients of all ages.
2. Maintain patient privacy and anonymity throughout the assessment process and recording.
3. Assess learning styles and barriers for learning in age groups and other variables to facilitate appropriate strategies for teaching health promotion, illness prevention, and risk-factor modification within a rural, border environment.

MEMBER OF THE HEALTH CARE TEAM

1. Utilize appropriate terminology and recording principles when documenting and sharing assessment data with health-team members.
2. Communicate with all members of the health-care team to obtain timely and accurate patient data.

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

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at every class meeting, both face to face and online.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance, including responding to faculty requests or communications.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, email, or text as soon as possible and

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.

The most significant learning experience will occur in the simulation lab where students will practice communication and assessment techniques with high-fidelity mannikins. Faculty guidance will be provided for students to establish assessment skills, followed by opportunities to practice techniques and to demonstrate selected assessment principles during laboratory experience.

Scheduled clinical experiences will provide each student with beginning experience to assess patients. Each learning opportunity will be evaluated to assist students to establish mastery of comprehensive patient assessment. Students are expected to participate in all course activities.

As assessment knowledge and assessment skills are being developed, students will be expected to take leading roles in simulation scenarios and debriefing opportunities. Student dialogue is expected to reflect knowledge of assigned resources directed toward critical thinking and clinical reasoning.

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.

Clinical Skills Competency Evaluation

Clinical nursing skills will be addressed in the skills lab for demonstration, practice, and evaluation of specific skills identified by the clinical instructor. Each student must successfully complete all pass-fail skills and clinical experiences, including return demonstrations, to receive credit for evaluation of designated nursing skills competencies. Students will have three opportunities to repeat the skill. If students are not successful in passing the skill after three (3) attempts, they will be individually counseled and be reported for potential failure of that nursing course.

Clinical Performance Evaluation

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

successfully pass the course.

Clinical Packet

Emphasis is placed on clinical nursing skills; patient assessments for changes in health status, responses to health problems, and effects of therapeutic interventions; use of standardized teaching plans; written and verbal communication skills; caring behaviors; and professional accountability for patient care, including legal and ethical ramifications for nursing practice. The student will be required to complete a clinical packet for each clinical experience.

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
Assignments	5%
Skills Lab Activities	5%
Exams	40%
Clinical Experiences	20%
Full Head-to-Toe Assessments (All Ages)	30%
Total	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 — Fall 2026

(Combined ATI HealthAssess 3.0-aligned schedule; subject to change by faculty as needed.)

Week & Module	Topics & Objectives	ATI Readings & Virtual Applications	Submission Dates & Examinations	Learning Activities & Assignments
Week 1 Module 1 Aug. 26	Orientation and Introduction to Health Assessment • Connect clinical reasoning, the nursing process, and comprehensive assessment. • Distinguish subjective from objective data. • Incorporate culture, heritage, safety, lifespan development, and documentation standards.	ATI HealthAssess 3.0: Introduction to Health Assessment learning module and practice test.	No examination. Complete ATI module before the next class.	Course/lab orientation; equipment and infection-prevention review; heritage assessment; baseline vital signs and pain assessment.
Week 2 Module 2 Sept. 2	Health History, Communication, Interviewing, and Mental Health Screening • Obtain comprehensive and focused histories using therapeutic communication. • Incorporate family roles, culture, spiritual needs, abuse/human-trafficking screening, suicide risk, and age-appropriate mental-status assessment.	ATI: Health History module. Virtual applications: Amira Hill—Health History and General Survey.	Submit completed peer health history and EHR-style documentation. No examination.	Partner interview; sensitive-question practice; mental-status screening; HEADSSS concepts; SBAR summary.
Week 3 Module 3 Sept. 9	General Survey, Measurements, Vital Signs, Pain, Sleep, and Nutrition • Perform a general survey and obtain accurate measurements and vital signs. • Assess BMI, pain, sleep, nutrition, functional status, and developmental variations.	ATI: General Survey module and practice test. Review Health History and General Survey virtual applications.	General-survey documentation due. Review Exam 1 blueprint.	Vital-sign and measurement stations; BMI calculation; pain-scale selection; nutrition and sleep screening.
Week 4 Module 4 Sept. 16	Skin, Hair, Nails, Head, Face, Neck, and Regional Lymphatics • Use inspection and palpation to assess skin integrity and lesions. • Identify pressure-injury stages and expected/unexpected findings across the lifespan.	ATI: Skin module. Virtual application: Jeremy Reilly—Skin.	EXAM 1: Modules 1–4. ATI remediation/active-learning template required.	Skin and lymphatic assessment; lesion documentation; pressure-injury staging; focused skills validation.
Week 5 Module 5 Sept. 23	Head, Neck, Sensory, and Neurological Assessment • Assess eyes, ears, nose, mouth, throat, neck, mental status, cranial nerves, sensory function, and age-related variations. • Use otoscope and ophthalmoscope safely and correctly.	ATI: Head, Neck, and Neurological module. Virtual application: Deion Barnes—Head, Neck, and Neuro.	Cranial-nerve and sensory competency due. No examination.	HEENT sequence; visual/hearing screening; cranial-nerve stations; focused neurologic documentation.
Week 6 Module 6 Sept. 30	Respiratory System • Relate thoracic anatomy to assessment findings. • Perform inspection, palpation, percussion, and auscultation. • Differentiate expected breath sounds from adventitious or absent sounds.	ATI: Respiratory module. Virtual application: Lea Seko—Respiratory.	Respiratory competency and documentation due. No examination.	Landmarking; tactile fremitus; percussion; breath- and voice-sound identification; focused respiratory assessment.
Week 7 Module 7 Oct. 7	Cardiovascular and Peripheral Vascular Systems • Assess cardiac landmarks, heart sounds, pulses, perfusion, edema, and vascular integrity. • Recognize findings requiring follow-up and relate diagnostic data to assessment.	ATI: Cardiovascular module. Virtual application: Doris Anderson—Cardiovascular.	Cardiovascular competency due. Clinical rotations begin—see BBRMC/PCMH schedule.	Precordial inspection/palpation/auscultation; peripheral vascular assessment; heart-sound interpretation; clinical application.
Week 8 Module 8 Oct. 14	Abdomen and Digestive System • Identify abdominal quadrants and organs. • Perform assessment in the correct sequence. • Interpret bowel sounds, tenderness, distention, percussion tones, and health-history findings.	ATI: Abdomen module. Virtual application: Tamika Shaw—Abdomen.	EXAM 2: Modules 5–8. ATI remediation required. Clinical: BBRMC/PCMH.	Abdominal competency; CVA tenderness; bowel-sound and bruit assessment; documentation and clinical application.

Week & Module	Topics & Objectives	ATI Readings & Virtual Applications	Submission Dates & Examinations	Learning Activities & Assignments
Week 9 Module 9 Oct. 21	Musculoskeletal and Neurological Systems • Assess posture, gait, strength, ROM, balance, reflexes, sensation, neurovascular status, and functional ability. • Apply neurologic screening, Glasgow Coma Scale, and stroke-assessment principles.	ATI: Musculoskeletal and Neurological module. Virtual application: Ryan Martinez—Musculoskeletal and Neuro.	Musculoskeletal/neurologic competency due. Clinical: BBRMC/PCMH.	ROM and strength stations; gait/balance; cranial nerves and reflexes; neurovascular checks; clinical documentation.
Week 10 Module 10 Oct. 28	Breast and Lymphatic Assessment • Obtain a focused risk history and assess breast and regional lymphatic structures. • Maintain privacy, consent, trauma-informed care, and culturally sensitive communication. • Provide evidence-based health-promotion teaching.	ATI: Breast and Lymphatics module and practice test.	Focused documentation assignment due. Clinical: BBRMC/PCMH.	Model/simulation assessment; lymph-node landmarks; patient teaching; recognition of reportable findings.
Week 11 Module 11 Nov. 4	Rectum, Genitourinary, and Reproductive Systems • Obtain sensitive GU/reproductive histories and identify expected findings. • Apply privacy, chaperone, infection-control, comfort, consent, and trauma-informed principles.	ATI: Rectum and Genitourinary module and practice test.	GU/reproductive case documentation due. Review Exam 3 blueprint. Clinical: BBRMC/PCMH.	Communication rehearsal; mannequin/model assessment; renal and reproductive concepts; diagnostic-data interpretation.
Week 12 Module 12 Nov. 11	Comprehensive Head-to-Toe Adult Assessment • Integrate health history and systematic physical assessment. • Distinguish expected from unexpected findings, prioritize follow-up, and document using appropriate terminology and SBAR.	ATI: Head-to-Toe module. Integrated virtual clinical practice assigned.	EXAM 3: Modules 9–12. Timed head-to-toe competency and ATI remediation. Clinical: BBRMC/PCMH.	Comprehensive assessment demonstration; EHR-style documentation; SBAR handoff; competency feedback.
Week 13 Module 13 Nov. 18	Older-Adult Assessment • Differentiate expected age-related variations from abnormal findings. • Assess cognition, mood, nutrition, medications, falls, abuse, ADLs/IADLs, safety, and functional status.	ATI: Older Adult module. Virtual application: Claudia Pacheco—Older Adult.	Older-adult focused assessment worksheet due. Clinical: BBRMC/PCMH.	Mini-Cog/clock-drawing and functional-screening practice; fall-risk and safety assessment; clinical application.
Week 14 Module 14 Nov. 25	Maternal and Newborn Assessment • Assess pregnancy, prenatal/postpartum status, fetal well-being, and maternal risk factors. • Perform systematic newborn assessment and recognize adaptation to extrauterine life and priority findings.	ATI: Maternal Newborn module. Virtual applications: Alyssa Kane—Maternal and Amelia Kane—Newborn.	Maternal-newborn case study and documentation due. Clinical: BBRMC/PCMH.	Leopold maneuvers/fetal-heart-tone simulation; newborn measurements, Apgar concepts, safety, and priority recognition.
Week 15 Module 15 Dec. 2	Pediatric Nursing Assessment • Adapt assessment and communication to infants, children, and adolescents. • Integrate development, nutrition, immunizations, safety, family-centered care, abuse/bullying screening, and age-specific measurements.	ATI: Pediatric Nursing module. Virtual application: Darian Oduya—Pediatric Nursing.	Pediatric competency due. Comprehensive final review assignment. Clinical: BBRMC/PCMH.	Infant/child/adolescent simulation; developmental screening; family interview; pediatric measurements; clinical application.
Week 16 Finals Dec. 9	Comprehensive Course Integration • Demonstrate a safe, organized comprehensive assessment. • Analyze expected and unexpected findings, determine priorities, communicate results, and document accurately across the lifespan.	Comprehensive review of all 15 ATI HealthAssess 3.0 learning modules and assigned virtual experiences.	EXAM 4—COMPREHENSIVE FINAL. Final assessment competency and individualized remediation plan. Clinical: BBRMC/PCMH.	Comprehensive assessment demonstration; EHR/SBAR documentation; clinical-judgment reflection and course evaluation.

Exam weeks are highlighted. ATI remediation is required after each examination. Clinical rotations: BBRMC/PCMH, Weeks 7–16.

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 Schwartz Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartz@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 DEC's and AACN Essentials

Objectives	TBON DEC's	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