

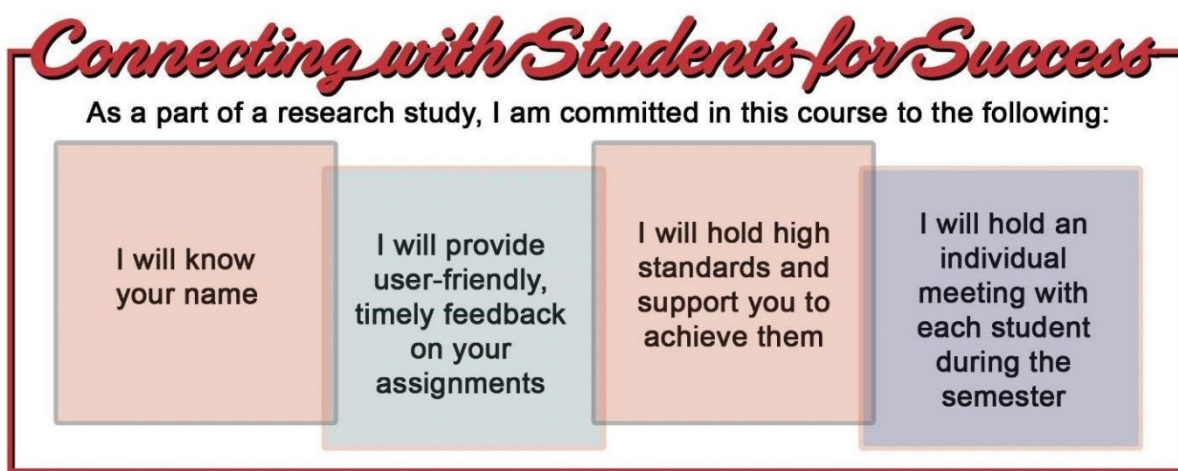
DEPARTMENT OF NURSING
NUR 4414
Concepts of Life Span II
Fall 2026

SEMESTER HOURS: Four (4) Semester Credit Hours

CONTACT HOURS: A minimum of 8 Contact Hours per Week

CLINICAL HOURS: N/A

PREREQUISITES: Successful completion of all Previously Assigned Courses



This course will be participating in an initiative at Sul Ross State University referred to as “Connecting with Students for Success”. This study is aimed at connecting with students in a way that sets them up for better success, overall. As a part of this study, each student will be required to meet with me at least once during my office hours before September 18th, 2024. This will be counted as an “assignment” grade.

FACULTY INFORMATION:

Name: Dr. Veronica Arredondo

Contact Information: veronica.arredondo@sulross.edu 432-978-7814

Office Hours:

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

Hours available on campus: By appointment

Hours available via phone office/home/**cell**: 8am to 8pm

Phone number(s): 432-978-7814 (text)

University e-mail: veronica.arredondo@sulross.edu

COURSE DESCRIPTION:

Coverage of health care concepts with application of selected exemplars continues to enhance development of clinical judgment knowledge and skills. Exemplars for each concept include conditions

across all ages with expanding intensity of conditions and complexity of treatment modalities which demonstrate evidence-based practice. Simulation is designed to enhance nursing knowledge and skill through model, related, and borderline cases for selected concepts.

COURSE OBJECTIVES:

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

MEMBER OF THE PROFESSION

1. Demonstrate a systematic approach to provide holistic, culturally sensitive, and evidence-based nursing care to address the health-care needs of patients and families across the lifespan.
2. Apply communication techniques and skills to establish and maintain professional relationships with patients and individual health-care team members.
3. Use self-evaluation, reflection, and peer and faculty feedback to modify and improve practice.

PROVIDER OF PATIENT-CENTERED CARE

1. Demonstrate assessment skills for patients across the life span that delineate or identify change in patient status related to treatment variables.
2. Apply knowledge and skills related to selected concepts, as well as information obtained in previous nursing courses and current assignments, to plan and implement the nursing process for assigned patients across the life span.
3. Assume responsibility and accountability for the quality of nursing care provided to patients and their families, including issues affecting the nurse's role in and delivery of culturally sensitive care.
4. Utilize performance and self-evaluation processes to improve individual nursing practice and enhance professional growth.
5. Incorporate behavioral, pathophysiological, psychosocial, and growth and development factors which affect patients across the life span and their families with health-care needs when planning and implementing nursing care.
6. Utilize evidence-based practice when planning and implementing care for patients across the life span.
7. Plan, implement, and evaluate a teaching plan for selected concepts utilizing evidenced-based knowledge and principles of the teaching/learning process.
8. Utilize clinical reasoning to set priorities in the management of nursing care associated with concepts specified for this course.

PATIENT SAFETY ADVOCATE

9. Administer and document medications and intravenous fluids using clinical knowledge and safety principles for patients across the life span.
10. Inform patients regarding their plans of care and encourage patient autonomy to ensure consistency and accuracy in their care.
11. Promote compliance with immunization programs across the life span to prevent and control communicable diseases for public safety.

MEMBER OF THE HEALTH CARE TEAM

12. Demonstrate written and verbal skills to communicate patient information using appropriate and accurate terminology to support decision making and improve patient care.
13. Develop discharge plan that facilitates the communication among patient, family, and anticipated community resources to meet the continuity of care needs of the patient and family across the life span.
14. Collaborate with multi-disciplinary health team members to support the patient's right of self-determination and choice in addressing the complex or unmet needs of patients and families from a holistic perspective.

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 comport themselves verbally and visually in a professional manner (Professionalism).

Plan for Dissemination:

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

REQUIRED REFERENCES: ATI access and ATI Module books

COURSE EXPECTATIONS:

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, guides, 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: (Course specific generalized statement about activities, assignments, grading and expectations)

LEARNING ACTIVITIES:

Weekly Learning Activities/Quizzes/Binder

Weekly learning activities are designed to reinforce course concepts, clinical judgment, and NCLEX-RN preparation. Activities may include assigned readings, learning activities, quizzes, remediation, and required Clinical Judgment Portfolio/Binder components. The binder will be reviewed weekly for completion of required materials and assigned remediation.

Readiness Quizzes & Assessments

Readiness quizzes and assessments will be administered throughout the course to evaluate students' preparation, understanding, and application of assigned course content and concepts. Activities may include readiness quizzes, practice assessments, proctored assessments, remediation, and retake activities.

Exams

There will be three exams administered during the course. Each exam will consist of questions designed to evaluate students' understanding and application of course content, nursing knowledge, and clinical judgment.

Final Exam

The final exam is a comprehensive assessment designed to evaluate students' understanding and application of course concepts, nursing knowledge, and clinical judgment.

ASSESSMENT OF STUDENT LEARNING:

1. 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.

2. Summary of Measure for Evaluation:

<u>Course Requirements</u>	<u>Percentage</u>
Weekly Learning Activities/Quizzes/Binder	10%
Readiness Quizzes & Assessments	10%
Exams	40 %
Final Exam	40%
<u>Total Points</u>	<u>100%</u>

3. 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

D= 79 or BELOW

Students must earn a final course grade of 80% or higher to successfully complete the course.

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 4414 Patient-Centered Concepts Across the Lifespan II

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

Week / Concept	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
WEEK 1 Orientation & Clinical Judgment Foundations	Topics: • Course and clinical orientation • Clinical Judgment Measurement Model (CJMM) • NCLEX/NGN test-taking and prioritization strategies • Clinical judgment documentation Learning Objectives: By the end of this week, the student will: 1. Describe the six cognitive skills of the NCSBN CJMM. 2. Apply introductory clinical judgment and prioritization principles to patient scenarios. 3. Explain expectations for CJ worksheets, concept maps, remediation, and the Senior Nursing Binder. 4. Identify course, clinical, simulation, and professional expectations. 5. Demonstrate use of required ATI resources and course technology.	• ATI Engage Nursing Concepts: Critical Thinking/Clinical Reasoning/Clinical Judgment • ATI Engage Nursing Concepts: Communication • ATI Engage Nursing Concepts: Safety • Course syllabus, clinical handbook, and faculty-provided CJMM resources	• Course and clinical orientation • Senior Nursing Binder setup • CJMM overview and CJ worksheet demonstration • Foundations/readiness assessment • Group concept-map activity • ATI/Dynamic Quiz orientation and setup
WEEK 2 Coping: Substance Use & Misuse	Topics/Exemplars: • Stress and coping • Alcohol use disorder • Opioid use disorder • Neonatal abstinence syndrome	• ATI Engage Nursing Concepts: Coping • ATI Engage Nursing Concepts content related to stress, coping, substance use, and clinical judgment	• Before Class: Complete assigned ATI Engage Nursing Concepts readings • Readiness Quiz • Active Learning Medication Templates:

Week / Concept	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	Learning Objectives: By the end of this week, students will be able to: 1. Explain the physiologic and psychologic responses to stress. 2. Differentiate adaptive and maladaptive coping mechanisms. 3. Apply the Clinical Judgment Measurement Model (CJMM) when caring for clients experiencing ineffective coping. 4. Develop evidence-based nursing interventions for clients with alcohol use disorder, opioid use disorder, and neonatal abstinence syndrome. 5. Explain the indications, nursing considerations, and patient education for medications used to treat substance use disorders. 6. Demonstrate clinical reasoning through concept mapping and clinical judgment activities. 7. Apply therapeutic communication techniques when caring for clients experiencing substance use disorders and stress-related conditions.	• Faculty-provided medication and CJMM resources as assigned	naloxone, naltrexone, buprenorphine, buprenorphine-naloxone, methadone • Concept mapping / CJMM clinical judgment activity • Group creative assignment (in class): Skit/Short Film, NurseTok/IG Reel, or Podcast • Therapeutic communication application • Dynamic Quiz / focused remediation as assigned
WEEK 3 Mood & Affect	Topics: • Major depressive disorder • Postpartum depression and postpartum psychosis • Suicide	• ATI Engage Nursing Concepts: Mood and Affect • ATI Engage Nursing Concepts: Stress and Coping	• Readiness Quiz • Suicide risk-assessment activity • Active Learning Medication Templates: sertraline, fluoxetine,

Week / Concept	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	- Generalized anxiety disorder, OCD, panic disorder, phobias - PTSD Learning Objectives: By the end of this week, the student will: - Differentiate depressive, anxiety, obsessive-compulsive, and trauma-related disorders. - Distinguish baby blues, postpartum depression, and postpartum psychosis. - Assess suicide risk and prioritize immediate safety interventions. - Apply therapeutic communication for clients experiencing mood and anxiety disorders. - Compare common pharmacologic and nonpharmacologic treatments. - Develop culturally responsive nursing interventions across the lifespan.	Exemplars: Major Depressive Disorder; Postpartum Depression; Suicide; GAD; OCD; Panic Disorder; Phobia; PTSD	lorazepam, buspirone, lithium, quetiapine - Dynamic Quiz - Focused Review / remediation
WEEK 4 Human Development	Topics: - Normal growth and development - Aging - ADHD - Autism spectrum disorder - Developmental delay - Hospitalized child/individual - Resilience and family-centered care	- ATI Engage Nursing Concepts: Human Growth and Development - Exemplars: ADHD; Autism Spectrum Disorder; Developmental Delay; Hospitalized Individual - Related lifespan, resilience, and family-centered care content	- Readiness Quiz - Developmental milestone/application activity - Active Learning Medication Templates: amphetamine, methylphenidate, clonidine, atomoxetine - In-class group podcast/activity - Dynamic Quiz/Remediation

Week / Concept	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	Learning Objectives: By the end of this week, the student will: 1. Compare expected developmental changes across the lifespan. 2. Recognize manifestations of ADHD, autism spectrum disorder, and developmental delay. 3. Apply appropriate developmental screening concepts and interpret concerning findings. 4. Plan age-appropriate, trauma-informed, and family-centered nursing interventions. 5. Differentiate expected aging changes from findings requiring further evaluation. 6. Evaluate strategies that promote resilience and adaptation during illness and hospitalization.	within ATI Engage Nursing Concepts	
WEEK 5 Cognition	Topics: • Delirium • Dementia • Cognitive assessment • Safety and caregiver support Learning Objectives: By the end of this week, the student will: 1. Differentiate delirium and dementia by onset, course, manifestations, and reversibility.	• ATI Engage Nursing Concepts: Cognition • Exemplars: Delirium and Dementia • Related ATI Engage Nursing Concepts clinical judgment activities and concept resources	• ATI neurocognitive learning activity/module • Delirium vs. dementia case comparison • Exam 1

Week / Concept	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	2. Identify common causes and risk factors for acute and chronic cognitive impairment. 3. Prioritize assessment and safety interventions for clients with altered cognition. 4. Apply therapeutic communication and environmental interventions for cognitive disorders. 5. Incorporate caregiver education and interdisciplinary resources into the plan of care.		
WEEK 6 Sleep & Communication	Topics: • Sleep physiology • Insomnia • Sleep apnea • Sleep deprivation • Therapeutic communication • Injury prevention Learning Objectives: By the end of this week, the student will: 1. Explain normal sleep stages and factors affecting sleep. 2. Recognize manifestations and risk factors associated with common sleep disorders. 3. Plan evidence-based nursing interventions that promote sleep and safety. 4. Apply therapeutic communication techniques	• ATI Engage Nursing Concepts: Communication • ATI Engage Nursing Concepts content addressing sleep/rest and safety/injury prevention • Related clinical judgment and application activities within ATI Engage Nursing Concepts	• Readiness Quiz • Therapeutic vs. nontherapeutic communication activity • Sleep-disorder case application <i>Concept-Based Assessment #3-Practice A & Remediation Focused Review (During Study hall)</i>

Week / Concept	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	in common clinical situations. 5. Identify nontherapeutic responses and revise them appropriately. 6. Apply injury-prevention principles across the lifespan.		
WEEK 7 Gas Exchange	Topics: • Oxygenation and ventilation • Focused respiratory assessment • Hypoxia • Alterations in gas exchange Learning Objectives: By the end of this week, the student will: 1. Explain ventilation, diffusion, perfusion, and oxygen transport. 2. Perform and interpret a focused respiratory assessment. 3. Recognize early and late manifestations of hypoxia. 4. Prioritize interventions for impaired oxygenation and gas exchange. 5. Evaluate client response to oxygen-delivery and respiratory interventions. 6. Apply clinical judgment to acute respiratory scenarios.	• ATI Engage Nursing Concepts: Gas Exchange/Oxygenation • Related exemplars and clinical judgment activities for hypoxia and impaired gas exchange	• Readiness Quiz • Respiratory assessment/application activity • ATI Gas Exchange learning activities • Dynamic Quiz/ Remediation • Simulation lab / Escape Room
WEEK 8 Cellular Regulation	Topics: • Cellular regulation and homeostasis • Cancer development	• ATI Engage Nursing Concepts: Cellular Regulation	• Cancer screening/diagnostic application activity

Week / Concept	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	• Cancer screening and diagnostics • Treatment effects and nursing care Learning Objectives: By the end of this week, the student will: 1. Explain cellular regulation and mechanisms contributing to malignant transformation. 2. Differentiate benign and malignant cellular changes. 3. Identify common cancer risk factors, warning signs, screening methods, and diagnostic procedures. 4. Prioritize nursing care for clients receiving surgery, chemotherapy, radiation, or other cancer therapies. 5. Recognize oncologic complications requiring immediate intervention. 6. Incorporate prevention, survivorship, psychosocial support, and patient education into care.	• Related cancer exemplars, diagnostic content, treatment concepts, and clinical judgment activities	• Oncology clinical-judgment case • <i>Exam 2</i>
WEEK 9 Metabolism	Topics: • Diabetes mellitus across the lifespan • Type 1 and Type 2 diabetes • Diabetes in pregnancy • Hypoglycemia, DKA, HHS • Hyperthyroidism and hypothyroidism Learning Objectives: By the end of this week, the student will:	• ATI Engage Nursing Concepts: Metabolism • Exemplars: Type 1 Diabetes Mellitus; Type 2 Diabetes Mellitus; Diabetes in Pregnancy; Hyperthyroidism; Hypothyroidism • Related endocrine clinical judgment activities	• Readiness Quiz • Diabetes/thyroid comparison activity • Medication and insulin application • Endocrine clinical-judgment case • Dynamic Quiz / remediation

Week / Concept	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	1. Explain glucose regulation and endocrine control of metabolism. 2. Compare Type 1 and Type 2 diabetes across age groups. 3. Differentiate hypoglycemia, diabetic ketoacidosis, and hyperosmolar hyperglycemic state. 4. Prioritize nursing interventions for acute and chronic complications of diabetes. 5. Compare hyperthyroidism and hypothyroidism, including priority complications. 6. Apply patient education related to medications, nutrition, monitoring, and sick-day management. 7. Identify key considerations for diabetes during pregnancy.		
WEEK 10 Fluid & Electrolyte Balance + Introduction to Acid-Base Balance	Topics: • Fluid volume deficit and excess • Sodium, potassium, calcium, and magnesium imbalances • Introduction to acid-base balance • Basic ABG interpretation Learning Objectives: By the end of this week, the student will:	• ATI Engage Nursing Concepts: Fluid and Electrolyte Balance • ATI Engage Nursing Concepts: Acid-Base Balance • Related exemplars and clinical judgment activities	• Readiness Quiz • Fluid/electrolyte comparison activity • Basic ABG practice • Clinical-judgment case • Dynamic Quiz / remediation

Week / Concept	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	1. Explain mechanisms regulating fluid and electrolyte balance. 2. Differentiate manifestations of fluid volume deficit and fluid volume excess. 3. Recognize priority findings associated with common electrolyte imbalances. 4. Select safe nursing interventions and monitoring for fluid/electrolyte disorders. 5. Explain the roles of respiratory and renal systems in acid-base regulation. 6. Distinguish basic respiratory and metabolic acid-base disorders using ABG values. 7. Apply prioritization and safety principles to fluid, electrolyte, and acid-base scenarios.		
WEEK 11 Nutrition + Reproduction Across the Lifespan	Topics: • Nutrition across the lifespan • Failure to thrive • Enteral and parenteral nutrition • Hyperemesis gravidarum • Antepartum, stages of labor, intrapartum, postpartum • Newborn care Learning Objectives:	• ATI Engage Nursing Concepts: Nutrition • ATI Engage Nursing Concepts: Reproduction • Exemplars: Failure to Thrive; Enteral/Parenteral Nutrition; Hyperemesis Gravidarum; Antepartum; Intrapartum; Postpartum; Newborn	• Readiness Quiz • Nutrition support comparison activity • Maternal-newborn unfolding case • Stages-of-labor/newborn application activity <i>Concept-Based Assessment #3 – Practice B (During Study hall)</i>

Week / Concept	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	By the end of this week, the student will: 1. Identify nutritional needs and risks across the lifespan. 2. Recognize findings associated with failure to thrive and malnutrition. 3. Compare enteral and parenteral nutrition and associated nursing responsibilities. 4. Prioritize care for hyperemesis gravidarum and related fluid/nutritional concerns. 5. Differentiate major antepartum, intrapartum, postpartum, and newborn assessments. 6. Identify the stages of labor and expected maternal-fetal responses. 7. Apply clinical judgment to common maternal-newborn and nutrition scenarios.		
WEEK 12 Tissue Integrity	Topics: • Wound healing • Pressure injuries / dermal ulcers • Burns • Skin and wound assessment Learning Objectives: By the end of this week, the student will: 1. Explain phases and factors affecting wound healing.	• ATI Engage Nursing Concepts: Tissue Integrity • Exemplars: Burns; Dermal/Pressure Ulcer; Wounds • Related clinical judgment and application activities	• Readiness Quiz • Wound/pressure injury staging activity • Burn clinical-judgment case • Wound-care application activity • Dynamic Quiz / remediation • Exam 3

Week / Concept	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	2. Assess skin integrity and classify pressure injuries using appropriate criteria. 3. Select evidence-based prevention and treatment interventions for wounds and pressure injuries. 4. Apply burn assessment concepts and prioritize initial nursing care. 5. Recognize complications of burns and impaired tissue integrity. 6. Develop patient education for wound care, nutrition, mobility, and prevention.		
WEEK 13 Sensory Perception	Topics: • Vision and hearing alterations • Neurologic sensory changes • Safety and communication adaptations Learning Objectives: By the end of this week, the student will: 1. Explain factors affecting sensory perception across the lifespan. 2. Recognize common manifestations of visual, auditory, and neurologic sensory alterations. 3. Perform focused sensory assessments and identify abnormal findings. 4. Prioritize safety interventions for clients with sensory deficits.	• ATI Engage Nursing Concepts: Sensory/Perception • Related exemplars and clinical judgment activities for sensory alterations and safety	• Readiness Quiz • Sensory-assessment application activity <i>Concept-Based Assessment #3 – Proctored & Remediation Focused Review (During Study hall)</i>

Week / Concept	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	5. Adapt communication and patient education to sensory needs. 6. Apply clinical judgment to acute changes in sensory perception.		
WEEK 14	Thanksgiving Week Starts on Wednesday, 11/25.		
WEEK 15 Perfusion	Topics: 1. Principles of cardiac output and tissue perfusion 2. Basic ECG concepts 3. Heart failure 4. Coronary artery disease 5. Myocardial infarction/acute coronary syndrome 6. Hypertension 7. Gestational hypertension 8. Patent ductus arteriosus 9. Recognition of impaired perfusion 10. Priority nursing interventions and clinical judgment Learning Objectives: By the end of this week, the student will: 1. Explain the basic factors that influence cardiac output and tissue perfusion. 2. Identify basic ECG components and recognize normal sinus rhythm. 3. Differentiate key manifestations of heart failure, coronary artery disease, hypertension, and myocardial infarction.	• ATI Engage Nursing Concepts: Perfusion • Exemplars: Heart Failure; Coronary Artery Disease; Hypertension; Myocardial Infarction; Gestational Hypertension; Patent Ductus Arteriosus • Basic ECG practice activities • Perfusion clinical judgment and prioritization activities	• Readiness Quiz • Rhythm-recognition practice • <i>Final exam review</i> Concept-Based Assessment #3 – Retake (During study Hall)

Week / Concept	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	4. Recognize priority assessment findings associated with acute coronary syndrome and impaired perfusion. 5. Prioritize nursing interventions and patient education for common perfusion disorders. 6. Recognize basic maternal and pediatric alterations in perfusion, including gestational hypertension and patent ductus arteriosus. 7. Apply clinical judgment and prioritization to patients experiencing actual or potential alterations in perfusion.		
WEEK 16 Final Exam	Course Integration Learning Objectives: By the end of this week, the student will: 1. Integrate nursing concepts across the lifespan. 2. Apply the CJMM to complex patient-care situations. 3. Prioritize safe, evidence-based nursing actions. 4. Demonstrate readiness to apply cumulative course knowledge to NCLEX-style assessment.	• ATI Engage Nursing Concepts: cumulative assigned concepts and exemplars • ATI remediation/focused review resources • Faculty-provided final review materials	• Final Exam-in class • Complete any required course remediation or end-of-course activities

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