



## HEALTH CARE CONCEPTS I (RNSG 1330)

### LAMAR INSTITUTE OF TECHNOLOGY

3 Semester Credit Hours (2 hours lecture, 3 hours lab/ 1:2 ratio) 80 Contact Hours

#### MODE OF INSTRUCTION

Face to Face (web assisted)

#### PREREQUISITE/CO-REQUISITE:

Prerequisite: Admission to the nursing program

Co-Requisite requirements: RNSG 1128, RNSG 1125, RNSG 1216, RNSG 1311

Companion: RNSG 1160, RNSG 1216

#### COURSE DESCRIPTION

In-depth coverage of foundational health care concepts with application through selected exemplars. Concepts include comfort, diversity, elimination, functional ability, human development, mobility, nutrition, sensory perception, sleep, thermoregulation, grief, and tissue integrity. Emphasizes development of clinical judgment skills in the beginning nurse. This course lends itself to a concept-based approach.

#### COURSE OBJECTIVES/ COURSE MEASURABLE LEARNING OUTCOMES

Upon completion of this course, the student will be able to		Companion Course Outcome (RNSG 1160)	End of Program Student Learning Outcome (EOP SLO)	Differentiated Essential Competency (DEC)
1.	*Utilize a systematic process to analyze selected foundational concepts for patients across the lifespan;	1	1,5	PCC A1a,b, B1, B4
2.	*Describe nursing management of care for selected foundational concepts;	6	1,2,3,4,5,6,7,8	PCC H1, H5 MHCT D1a,b, D2, D3, F1

3.	*Apply the learned concepts to other concepts or exemplars;	5	1,2,3,4,5,6,7,8	<b>PCC</b> A1a,b, A2a,b,c, A3, A4, B7, B9
4.	*Describe the interrelatedness among foundational concepts to assist in developing clinical judgment.	4	2,3,6,7,8	<b>PCC</b> A1a,b, B4,6, C1a,2a,3,4a,b,6,8, D1a,b,3a,b
5.	Discuss the role of the professional nurse within the nurse's legal scope of practice and in accordance with policies in the practice setting.	3	1	<b>MOP</b> A1a,b,c, A2, A3, A4 <b>PSA</b> A4
6.	Describe evidence-based clinical reasoning and judgments for optimal patient outcomes.	4	2	<b>PCC</b> E13
7.	Identify evidence-based practice outcomes as a basis for decision-making for diverse patients and groups across the lifespan	5	3	<b>PCC</b> B2, B3
8.	Interpret compassionate, theory-based, individualized, culturally sensitive and patient-centered care including therapeutic communication for diverse patients across the lifespan.	6	4	<b>PCC</b> A1a,b, A2a,b,c, A3, B4, B5, C1a,
9.	Recognize patient goals, assignments, delegation tasks, and mandatory reporting based on knowledge of the Texas Nursing Practice Act	7	5	<b>MOP</b> A1a, B2a <b>PCC</b> D1e <b>PSA</b> B5, E1a,b,c, E2, F1a,b,c, F2 <b>MHCT</b> E1, E2a,b,c,d

	and best safety practices which reduce risk.			
10.	Explain teamwork and collaboration strategies in the role of healthcare advocate for diverse patients and groups across the lifespan.	8	6	<b>MHCT</b> B1a,b, B2a,b, B3a, b, B4, E2a,
11.	Discuss interprofessional care and teamwork strategies including professional communication during global health emergencies, pandemics, and other situations to promote health, patient safety, equity, and inclusion.	9	7	<b>PSA</b> C1a,b <b>MHCT</b> G1, G2a,b, G3, G4
12.	Translate goals and strategies for diverse patients/families across the lifespan and in various settings, for health promotion, disease prevention, rehabilitation, health maintenance, and the restoration of health.	10	8	<b>PCC</b> E1a,b, E4a,b, E5, E12

*Note: \* indicates WECM End-of-Course Outcome.*

### **INSTRUCTOR CONTACT INFORMATION**

Instructor: Dr. LeAnn J. Chisholm-Springer (Course Leader)  
 Email: ljchisholmspringer@lit.edu  
 Office Phone: (409)247-5146  
 Office Location: WAHTC 343  
 Office Hours: Tuesday 11:00 – 12:00  
 Wednesday 8:30 – 11:00  
 Friday 9:00 – 10:00

Instructor: Kristin Bolser (Co-Course Leader)  
Email: kbolser@lit.edu  
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Office Location: WAHTC 338  
Office Hours: Tuesday 11:00 – 12:00  
Wednesday 8:30 – 11:00  
Friday 9:00 – 10:00

Instructor: Dr. Stacey Ojemeni  
Email: sojemeni@lit.edu  
Office Phone: (409)247-5069  
Office Location: WAHTC 334  
Office Hours: Wednesdays 9:00 a.m. - 10:30 a.m. and 12:00 p.m. - 3:00 p.m.

Instructor: Nicole Schroeder  
Email: nschroeder@lit.edu  
Office Phone: (409)247-5069  
Office Location: WAHTC 333  
Office Hours: Tuesday 11:00 – 12:00  
Wednesday 8:00 – 11:30 & 12:30 – 1:00  
Friday 8:00 – 9:00 & 10:00 – 11:00

## **REQUIRED TEXTBOOK AND MATERIALS**

Gulnick, M. & Myers, J. (2022). *Nursing Care Plans* (10th ed.). Elsevier Health Sciences (US).

Kee, J.L., Marshall, S.M., Woods, K. & Forrester, M.C. (2023). *Clinical Calculations* (10th ed.). Elsevier Health Sciences (US).

Lilley, L., Collins, S. R. & Snyder, J. (2023) *Pharmacology and the Nursing Process* (10th ed.). Elsevier Health Sciences (US).

Mosby (2022). *Mosby's Medical Dictionary* (11th ed.). Elsevier Health Sciences (US).

Pagana, K.D. & Pagana, T.J. (2022). *Mosby's Manual of Diagnostic and Laboratory Tests* (7th ed.). Elsevier Health Sciences (US).

Rogers, J. (2023). *McCance & Huether's Pathophysiology* (9th ed.). Elsevier

Health Sciences (US).

Sherpath for Lilley, L., Collins, S. R. & Snyder, J. (2023) *Pharmacology and the Nursing Process* (10th ed.). Elsevier Health Sciences (US).

Sherpath for Rogers, J. (2023). *McCance & Huether's Pathophysiology (9th ed.)*. Elsevier Health Sciences (US).

Sherpath for Yoost, B.L. & Crawford, L.R. (2020). *Fundamentals of Nursing: Active Learning for Collaborative Practice*. Elsevier.

Skidmore-Roth (2024). *Mosby's Drug Guide for Nursing Students* (15th ed.). Elsevier Health Sciences (US).

Texas Board of Nursing (2021). Texas Board of Nursing: Nursing Practice Act. Retrieved from [https://www.bon.texas.gov/pdfs/law\\_rules\\_pdfs/nursing\\_practice\\_act\\_pdfs/NPA2021.pdf](https://www.bon.texas.gov/pdfs/law_rules_pdfs/nursing_practice_act_pdfs/NPA2021.pdf)

Yoost, B.L. & Crawford, L.R. (2020). *Fundamentals of Nursing: Active Learning for Collaborative Practice*. Elsevier. (Sherpath)

## **ATTENDANCE POLICY**

Students are expected to attend all classroom, laboratory, and clinical experiences. Therefore, absences should not be scheduled. If a student experiences an unplanned absence (illness or emergency), the student must contact the course faculty member by email or the administrative associate for the nursing program prior to the scheduled class, laboratory, or clinical time and provide documentation of the absence. Failure to notify faculty and/or provide adequate documentation of the absence may result in an unexcused absence and initiation of the disciplinary process.

## **DROP POLICY**

If you wish to drop a course, you are responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

## **OUTLINE**

- I. Systematic Process to Analyze Foundational Nursing Concepts
  - A. Clinical Judgment Model
    1. Recognizing cues (What matters most?)
    2. Analyzing Cues (Why?)
    3. Prioritizing Hypotheses (What is going on? Where do I start?)
    4. Generating Solutions (What could help?)
    5. Take Action (What should I do? How should I do it?)

6. Evaluating Outcomes (How did it go?)
- B. Nursing Process
    1. Assessment
    2. Diagnosis
    3. Outcomes/Planning
    4. Implementation
    5. Evaluation
- II. Nursing Management of Care: Comfort
    - A. Exemplars
      1. Osteoarthritis (chronic pain)
      2. Degenerative Disc Disease (neuropathic pain)
      3. Post-operative pain – Total Joint Arthroplasty (Acute Pain)
      4. Procedural Pain – Dressing changes/ wound care, PT after Arthroplasty (Acute Pain)
    - B. Interrelatedness among foundational concepts
    - C. Role of the Professional Nurse
      1. Legal & ethical
      2. Policies in the practice setting
    - D. Evidence-based
      1. Clinical reasoning & judgments
      2. Outcomes as a basis for decision making
    - E. Nursing Care
      1. Compassionate
      2. Theory-based
      3. Individualized
      4. Culturally sensitive
      5. Patient-centered care
      6. Therapeutic communication
    - F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
      1. Patient goals
        - a. Health promotion
        - b. Disease prevention
        - c. Rehabilitation
        - d. Health maintenance
        - e. Restoration of health.
      2. Assignments
      3. Delegation tasks
      4. Mandatory reporting
    - G. Teamwork & Collaboration
      1. Interprofessional Care
      2. Role as healthcare advocate
      3. Professional Communication

4. Promotion of diversity, equity, & inclusion
- III. Nursing Management of Care: Elimination
  - A. Exemplars
    1. Benign Prostate Hypertrophy (BPH) - urinary retention
    2. Diarrhea – Bowel Incontinence
    3. Gerontology – Urinary Incontinence
    4. Clostridium Difficile (C. Diff)
    5. Constipation/ Impaction- Older Adults
  - B. Interrelatedness among foundational concepts
  - C. Role of the Professional Nurse
    1. Legal & ethical
    2. Policies in the practice setting
  - D. Evidence-based
    1. Clinical reasoning & judgments
    2. Outcomes as a basis for decision making
  - E. Nursing Care
    1. Compassionate
    2. Theory-based
    3. Individualized
    4. Culturally sensitive
    5. Patient-centered care
    6. Therapeutic communication
  - F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
    1. Patient goals
      - a. Health promotion
      - b. Disease prevention
      - c. Rehabilitation
      - d. Health maintenance
      - e. Restoration of health.
    2. Assignments
    3. Delegation tasks
    4. Mandatory reporting
  - G. Teamwork & Collaboration
    1. Interprofessional Care
    2. Role as healthcare advocate
    3. Professional Communication
    4. Promotion of diversity, equity, & inclusion
- IV. Nursing Management of Care: Functional Ability
  - A. Exemplars
    1. Alzheimer's
    2. Downs Syndrome
    3. Parkinson's

- 4. Cerebrovascular Accident-stroke
- B. Interrelatedness among foundational concepts
- C. Role of the Professional Nurse
  - 1. Legal & ethical
  - 2. Policies in the practice setting
- D. Evidence-based
  - 1. Clinical reasoning & judgments
  - 2. Outcomes as a basis for decision making
- E. Nursing Care
  - 1. Compassionate
  - 2. Theory-based
  - 3. Individualized
  - 4. Culturally sensitive
  - 5. Patient-centered care
  - 6. Therapeutic communication
- F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
  - 1. Patient goals
    - a. Health promotion
    - b. Disease prevention
    - c. Rehabilitation
    - d. Health maintenance
    - e. Restoration of health.
  - 2. Assignments
  - 3. Delegation tasks
  - 4. Mandatory reporting
- G. Teamwork & Collaboration
  - 1. Interprofessional Care
  - 2. Role as healthcare advocate
  - 3. Professional Communication
  - 4. Promotion of diversity, equity, & inclusion
- V. Nursing Management of Care: Mobility
  - A. Exemplars
    - 1. Hip Fractures
    - 2. Disuse Syndrome
    - 3. Joint Replacement
    - 4. Osteoarthritis
    - 5. Osteoporosis
  - B. Interrelatedness among foundational concepts
  - C. Role of the Professional Nurse
    - 1. Legal & ethical
    - 2. Policies in the practice setting
  - D. Evidence-based



1. Clinical reasoning & judgments
2. Outcomes as a basis for decision making
- E. Nursing Care
  1. Compassionate
  2. Theory-based
  3. Individualized
  4. Culturally sensitive
  5. Patient-centered care
  6. Therapeutic communication
- F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
  1. Patient goals
    - a. Health promotion
    - b. Disease prevention
    - c. Rehabilitation
    - d. Health maintenance
    - e. Restoration of health.
  2. Assignments
  3. Delegation tasks
  4. Mandatory reporting
- G. Teamwork & Collaboration
  1. Interprofessional Care
  2. Role as healthcare advocate
  3. Professional Communication
  4. Promotion of diversity, equity, & inclusion
- VI. Nursing Management of Care: Nutrition
  - A. Exemplars
    1. Diets (Regular, soft, mechanical soft, clear liquids, full liquids)
    2. Obesity
    3. Malnutrition (inadequate-excess)
    4. Iron deficiency Anemia
    5. Dysphagia
  - B. Interrelatedness among foundational concepts
  - C. Role of the Professional Nurse
    1. Legal & ethical
    2. Policies in the practice setting
  - D. Evidence-based
    1. Clinical reasoning & judgments
    2. Outcomes as a basis for decision making
  - E. Nursing Care
    1. Compassionate
    2. Theory-based
    3. Individualized

- 4. Culturally sensitive
- 5. Patient-centered care
- 6. Therapeutic communication
- F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
  - 1. Patient goals
    - a. Health promotion
    - b. Disease prevention
    - c. Rehabilitation
    - d. Health maintenance
    - e. Restoration of health.
  - 2. Assignments
  - 3. Delegation tasks
  - 4. Mandatory reporting
- G. Teamwork & Collaboration
  - 1. Interprofessional Care
  - 2. Role as healthcare advocate
  - 3. Professional Communication
  - 4. Promotion of diversity, equity, & inclusion
- VII. Nursing Management of Care: Sensory Perception
  - A. Exemplars
    - 1. Cataracts
    - 2. Conductive Hearing Loss
    - 3. Macular Degenerative Disease
    - 4. Peripheral Neuropathy (peripheral artery disease)
    - 5. Sensorineural Hearing Loss (Pedi)
    - 6. Glaucoma
    - 7. Eye Injuries
  - B. Interrelatedness among foundational concepts
  - C. Role of the Professional Nurse
    - 1. Legal & ethical
    - 2. Policies in the practice setting
  - D. Evidence-based
    - 1. Clinical reasoning & judgments
    - 2. Outcomes as a basis for decision making
  - E. Nursing Care
    - 1. Compassionate
    - 2. Theory-based
    - 3. Individualized
    - 4. Culturally sensitive
    - 5. Patient-centered care
    - 6. Therapeutic communication
  - F. Texas Nursing Practice Act and Best Safety Practices to reduce risk

1. Patient goals
  - a. Health promotion
  - b. Disease prevention
  - c. Rehabilitation
  - d. Health maintenance
  - e. Restoration of health.
2. Assignments
3. Delegation tasks
4. Mandatory reporting
- G. Teamwork & Collaboration
  1. Interprofessional Care
  2. Role as healthcare advocate
  3. Professional Communication
  4. Promotion of diversity, equity, & inclusion
- VIII. Nursing Management of Care: Sleep
  - A. Exemplars
    1. Sleep Deprivation
    2. Insomnia
    3. Sleep Apnea
  - B. Interrelatedness among foundational concepts
  - C. Role of the Professional Nurse
    1. Legal & ethical
    2. Policies in the practice setting
  - D. Evidence-based
    1. Clinical reasoning & judgments
    2. Outcomes as a basis for decision making
  - E. Nursing Care
    1. Compassionate
    2. Theory-based
    3. Individualized
    4. Culturally sensitive
    5. Patient-centered care
    6. Therapeutic communication
  - F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
    1. Patient goals
      - a. Health promotion
      - b. Disease prevention
      - c. Rehabilitation
      - d. Health maintenance
      - e. Restoration of health.
    2. Assignments
    3. Delegation tasks

- 4. Mandatory reporting
- G. Teamwork & Collaboration
  - 1. Interprofessional Care
  - 2. Role as healthcare advocate
  - 3. Professional Communication
  - 4. Promotion of diversity, equity, & inclusion
- IX. Nursing Management of Care: Thermoregulation
  - A. Exemplars
    - 1. Environmental Exposure
    - 2. Hypothermia – Frost Bite, infant
    - 3. Hyperthermia-Heat Stroke – Elderly
    - 4. Fever (pedi)
    - 5. Malignant Hyperthermia
  - B. Interrelatedness among foundational concepts
  - C. Role of the Professional Nurse
    - 1. Legal & ethical
    - 2. Policies in the practice setting
  - D. Evidence-based
    - 1. Clinical reasoning & judgments
    - 2. Outcomes as a basis for decision making
  - E. Nursing Care
    - 1. Compassionate
    - 2. Theory-based
    - 3. Individualized
    - 4. Culturally sensitive
    - 5. Patient-centered care
    - 6. Therapeutic communication
  - F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
    - 1. Patient goals
      - a. Health promotion
      - b. Disease prevention
      - c. Rehabilitation
      - d. Health maintenance
      - e. Restoration of health.
    - 2. Assignments
    - 3. Delegation tasks
    - 4. Mandatory reporting
  - G. Teamwork & Collaboration
    - 1. Interprofessional Care
    - 2. Role as healthcare advocate
    - 3. Professional Communication
    - 4. Promotion of diversity, equity, & inclusion

- X. Nursing Management of Care: Tissue Integrity
  - A. Exemplars
    - 1. Dermal Ulcer
    - 2. Impetigo
    - 3. Psoriasis
    - 4. Wound (surgical/traumatic)
    - 5. Tinea Pedis
    - 6. Candida
    - 7. Pediculosis (lice)
  - B. Interrelatedness among foundational concepts
  - C. Role of the Professional Nurse
    - 1. Legal & ethical
    - 2. Policies in the practice setting
  - D. Evidence-based
    - 1. Clinical reasoning & judgments
    - 2. Outcomes as a basis for decision making
  - E. Nursing Care
    - 1. Compassionate
    - 2. Theory-based
    - 3. Individualized
    - 4. Culturally sensitive
    - 5. Patient-centered care
    - 6. Therapeutic communication
  - F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
    - 1. Patient goals
      - a. Health promotion
      - b. Disease prevention
      - c. Rehabilitation
      - d. Health maintenance
      - e. Restoration of health.
    - 2. Assignments
    - 3. Delegation tasks
    - 4. Mandatory reporting
  - G. Teamwork & Collaboration
    - 1. Interprofessional Care
    - 2. Role as healthcare advocate
    - 3. Professional Communication
    - 4. Promotion of diversity, equity, & inclusion
- XI. Nursing Management of Care: Human Development
  - A. Exemplars
    - 1. Hospitalized (adult- older adult)
    - 2. Hospitalized (pediatrics)

- B. Interrelatedness among foundational concepts
- C. Role of the Professional Nurse
  - 1. Legal & ethical
  - 2. Policies in the practice setting
- D. Evidence-based
  - 1. Clinical reasoning & judgments
  - 2. Outcomes as a basis for decision making
- E. Nursing Care
  - 1. Compassionate
  - 2. Theory-based
  - 3. Individualized
  - 4. Culturally sensitive
  - 5. Patient-centered care
  - 6. Therapeutic communication
- F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
  - 1. Patient goals
    - a. Health promotion
    - b. Disease prevention
    - c. Rehabilitation
    - d. Health maintenance
    - e. Restoration of health.
  - 2. Assignments
  - 3. Delegation tasks
  - 4. Mandatory reporting
- G. Teamwork & Collaboration
  - 1. Interprofessional Care
  - 2. Role as healthcare advocate
  - 3. Professional Communication
  - 4. Promotion of diversity, equity, & inclusion

**RNSG 1330: HEALTH CARE CONCEPTS**

**COURSE CALENDAR**

<b>DATE</b>	<b>TOPIC</b>	<b>READINGS (Review before class)</b>	<b>ASSIGNMENTS (Due Sunday at 1159 pm)</b>
Module #1  Weeks of 1/21 & 1/27	I. Systematic method of problem-solving  <b>Clinical Judgment Model</b> Recognizing cues (What matters most?)  Analyzing Cues (Why?)  Prioritizing Hypotheses (What is going on? Where do I start?)  Generating Solutions (What could help?)  Take Action (What should I do? How should I do it?)  Evaluating Outcomes (How did it go?)  <b>Nursing Process</b> Assessment  Diagnosis  Outcomes/Planning  Implementation  Evaluation	<b>Yoost:</b> Ch. 4 Critical Thinking in Nursing  Ch. 5 Introduction to the Nursing Process  Ch. 6 Assessment  Ch. 7 Nursing Diagnosis  Ch. 8 Planning  Ch. 9 Implementation and Evaluation  <b>Lilley:</b> Ch. 1 The Nursing Process and Drug Therapy  Ch. 2 Pharmacological Principles  Ch. 5 Medication Errors: Preventing and Responding	<b>Lilley:</b> Ch. 1 (Lesson) Pharmacology and the Nursing Process  Ch. 2 (Lesson) Pharmacokinetics  Ch. 2 (Lesson) Pharmacodynamics  Ch. 5 (Lesson) Medication Errors
	I. Comfort	<b>Yoost:</b>	<b>Lilley:</b>

<p>Module #2</p> <p>Weeks of 2/3 &amp; 2/10</p>	<p><b>Exemplars:</b></p> <p>Osteoarthritis (Chronic Pain)</p> <p>Degenerative Disc Disease (Neuropathic pain)</p> <p>Post-operative pain – Total Joint Arthroplasty (Acute Pain)</p> <p>Procedural pain – Dressing Changes/ Wound Care, PT After Arthroplasty (Acute Pain)</p>	<p>Ch 20 Health History and Physical Assessment</p> <p>Ch. 36 Pain Management</p> <p><b>Lilley:</b></p> <p>Ch. 10 Analgesic Drugs</p> <p>Ch. 11 General and Local Anesthetics</p> <p>Ch. 44 Anti-inflammatory and Anti Gout Drugs</p>	<p>Ch. 10 (Lesson) Analgesic Therapy</p> <p>Ch. 11 (Lesson) Anesthetic Therapy</p> <p>Ch. 44 (Lesson) NSAIDS and Antigout drugs</p> <p>Ch.44 (Lesson) Corticosteroid Therapy</p>
	<p>VIII. Sleep</p> <p><b>Exemplars:</b></p> <p>Sleep Deprivation</p> <p>Insomnia</p> <p>Sleep Apnea</p>	<p><b>Yoost:</b></p> <p>Ch. 33 Sleep</p> <p><b>Lilley:</b></p> <p>Ch. 12 Central Nervous System Depressants and Muscle Relaxants</p>	<p><b>Lilley:</b></p> <p>Ch. 12 (Lesson) CNS Depressants and Skeletal Muscle Relaxant Therapy</p>
<p>Module #3</p> <p>Weeks of 2/17 &amp; 2/24</p>	<p>II. Elimination</p> <p><b>Exemplars:</b></p> <p>Benign Prostate Hypertrophy (BPH)</p> <p>Diarrhea – Bowel Incontinence</p> <p>Gerontology – Urinary Incontinence</p> <p>Clostridium difficile – (C. Diff)</p> <p>Constipation/Impaction</p>	<p><b>Yoost:</b></p> <p>Ch. 40 Bowel Elimination</p> <p>Ch. 41 Urinary Elimination</p> <p><b>Lilley:</b></p> <p>Ch. 28, Diuretic Drugs</p> <p>Ch. 51 Bowel Disorder Drugs</p>	<p><b>Lilley:</b></p> <p>Ch. 28 (Lesson) Diuretic Therapy</p> <p>Ch. 51 (Lesson) Laxatives and Anti-diarrheal Drug Therapy</p> <p>Ch. 51 (Lesson) Sucralfate, Misoprostol, and Metoclopramide Drug Therapy</p>



Thurs 3/6	<b>Exam I</b>		See Exam Blueprint
	<b>Culture Day Luncheon</b>		
Module #4 Week of 3/17	IV. Functional Ability <b>Exemplars:</b> Alzheimer's  Down Syndrome  Parkinson's  Cerebrovascular Accident (Stroke)	<b>Yoost:</b> Ch 28 Activity, Immobility and Safe Movement  Ch. 31 Cognitive and Sensory Alterations  <b>Lilley:</b> Ch. 15 Anti-Parkinson Drugs  Ch. 26 Coagulation Modifier Drugs  Ch. 27 Antilipemic Drugs	<b>Lilley:</b> Ch. 15 (lesson) Drugs used in the Management of Specific Neurodegenerative Disorders  Ch. 26 (Lesson) Parenteral Anticoagulant therapy  Ch. 26 (Lesson) Oral Anticoagulant Therapy  Ch. 26 (Lesson) Antiplatelet Therapy  Ch. 26 (Lesson) Thrombolytic Therapy  Ch. 27 (Lesson) Statin Therapy
Module #5 Week of 3/24	V. Mobility <b>Exemplars:</b> Hip Fractures  Disuse Syndrome  Joint Replacement  Osteoarthritis  Osteoporosis	<b>Yoost:</b> Ch 28 Activity, Immobility and Safe Movement  <b>Lilley:</b> Ch. 10 Analgesic Drugs  Ch. 44 Anti-inflammatory and Anti-gout Drugs	<b>Lilley:</b> <b>REVIEW</b> Ch 10 (Lesson) Analgesic Therapy  <b>REVIEW</b> Ch. 44 (Lesson) NSAIDS and Anti-gout Drugs  <b>REVIEW</b> Ch. 44 (Lesson) Corticosteroid Therapy
Module #6	VI. Nutrition <b>Exemplars:</b>	<b>Yoost:</b> Ch. 30 Nutrition	<b>Lilley:</b>

<p>Week of 3/31</p>	<p>Diets (Regular, Soft, Mechanical Soft, Clear Liquids, Full Liquids)</p> <p>Obesity</p> <p>Malnutrition (Inadequate-excess)</p> <p>Iron Deficiency Anemia</p> <p>Dysphagia</p>	<p><b>Lilley:</b> Ch. 53 Vitamins and Minerals</p> <p>Ch. 54 Anemia Drugs</p> <p>Ch. 55 Nutritional Supplements</p>	<p>Ch. 53 (Lesson) Vitamin and Mineral Therapy</p> <p>Ch. 54 (Lesson) Deficiency Anemia Drug Therapy</p> <p>Ch 55 (Lesson) Nutritional Supplement Therapy</p>
<p>Tues 4/8</p>	<p><b>Exam II:</b> Functional Ability, Mobility, Nutrition</p>		<p>See Exam Blueprint</p>
<p>Module #7</p> <p><b>CHANGE TO WED THIS WEEK ONLY</b> 4/9</p>	<p>VII. Sensory Perception</p> <p><b>Exemplars:</b> Cataracts</p> <p>Conductive Hearing Loss</p> <p>Macular Degenerative Disease</p> <p>Peripheral Neuropathy (Peripheral Artery Disease)</p> <p>Sensorineural Hearing Loss (Pedi)</p> <p>Glaucoma</p>	<p><b>Yoost:</b> Ch. 31 Cognitive and Sensory Alterations</p> <p><b>Lilley:</b> Ch. 57 Ophthalmic Drugs</p> <p>Ch. 58 Otic Drugs</p>	<p><b>Lilley:</b> Ch. 57 (lesson) Ophthalmic Drug Therapy</p> <p>Ch. 58 (lesson) Otic Drugs</p>

	Eye Injuries		
Module #8 Week of 4/14	IX. Thermoregulation <b>Exemplars:</b> Environmental Exposure  Hypothermia – Frost Bite, Infant  Hyperthermia – Heat Stroke – Elderly  Fever (Pedi)  Malignant Hyperthermia	<b>Yoost:</b> Ch. 19 Vital Signs  Ch. 25 Safety	<b>Yoost:</b> Chap 19 (lesson) Temperature  <b>Lilley:</b> Ch. 3 (Lesson) Age-Specific Considerations in Pharmacology
Module #9 Week of 4/21	X Tissue Integrity <b>Exemplars:</b> Impetigo  Psoriasis  Wound (Surgical/Traumatic)  Tinea Pedia  Candida  Pediculosis (Lice)	<b>Yoost:</b> Ch. 27 Hygiene and Personal Care  Ch. 29 Skin Integrity and Wound Care  <b>Lilley:</b> Ch. 56 Dermatologic Drugs	<b>Lilley:</b> Ch. 56 (Lesson) Treatment of Infectious Integumentary Disorders  Ch. 56 (lesson): Treatment of Noninfectious Integumentary Disorders
Module #10	I. Diversity <b>Exemplars:</b> Hispanic Traditions – Maternity with	<b>Yoost:</b> Ch. 21 Ethnicity and Culture	<b>Lilley:</b> Ch. 3 (Lesson) Age-Specific Considerations in Pharmacology

Tuesday 4/29	Complementary/ Alternative Medicine <ul style="list-style-type: none"> <li>• Jehovah’s Witness – Blood Products, Pediatrics</li> <li>• Traditional Islamic – Ritual Dying Patient</li> <li>• Spirituality – Spiritual Distress</li> <li>• Race</li> <li>• Gender</li> <li>• Sexual Orientation</li> <li>• Age</li> <li>• Education</li> <li>• Abilities</li> <li>• Life Experiences</li> </ul>	Ch. 22 Spiritual Health  Ch. 24 Human Sexuality  <b>Lilley:</b> Ch. 4 Cultural, Legal, and Ethical Considerations	
May 1	<b>Exam III</b>	<b>Exam followed by class</b>	
Module #11	XII. Human Development <b>Exemplars:</b> Hospitalized Patient – Adult/Pedi	<b>Yoost:</b> Ch. 17 & Ch 18 Human Development	<b>Lilley:</b> Ch. 3 (Lesson) Age-Specific Considerations in Pharmacology
Final Exam Week	<b>Comprehensive Final</b>		See Exam Blueprint

## COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Evaluation Method	Course Grade %
1. * Concept Mapping/Clinical Judgment Group Application Exercise (Nursing Management for one Concept)	5%
2. *Audience Response Questions (in class)	5%
3. Sherpath Lessons	10%
4. Standardized Exam (Pharmacology) & Remediation	10%
5. *Exam I	10%
6. *Exam II	15%
7. *Exam III	20%
8. *Final Exam	25%
<b>TOTAL</b>	<b>100%</b>

*Note: \*Students must have a 75% average on exams in order for the additional assignments to be counted in the final course grade. If 75% on all exams is not achieved by the end of the course, the student will earn the grade from all averaged exams (Standardized Exams are not included in the 75% exam rule calculation).*

## GRADE SCALE

90-100	A	
80-89	B	
75-79	C	*Required for progression in nursing program.
60-69	D	
0-59	F	

## TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

## DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of

Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

## **STUDENT CODE OF CONDUCT STATEMENT**

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at [www.lit.edu](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

## **AI STATEMENT**

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI / ChatGPT in their courses.

## **STARFISH**

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

## **ADDITIONAL COURSE POLICIES/INFORMATION**

### **COURSE GRADING AND ASSIGNMENTS**

Class attendance and satisfactory completion of all assignments is essential in order to be successful in the course.

### **SHERPATH LESSONS**

Sherpath lessons accompany the pathophysiology textbook and are accessed through the Evolve website using the student login and are linked to the Blackboard® course. Sherpath lessons are assigned in order to reinforce student learning and facilitate review of content previously presented in the Nursing Pathophysiology course. Students will not earn a grade for Pathophysiology Sherpath lessons in this course.

### **AUDIENCE RESPONSE QUESTIONS**

Faculty will utilize an audience response system to ask questions during class. This strategy is utilized to assess class understanding of the content and to promote critical thinking. It is essential for students to come to class prepared and actively engage in the discussion in order to earn a grade for Audience Response Questions. Grades on Audience Response Questions will be calculated into the course average after a 75% average on all exams is achieved.

### **CONCEPT MAPPING GROUP APPLICATION EXERCISE**

Group Application Exercise: Concept Mapping of Nursing Management for one concept will be assigned to groups of students in class. Students are required to actively engage and participate in completing the exercise. The exercise must be submitted by a group representative in Blackboard® by the due date. Peer evaluation of each group member's participation will contribute to each student's grade on the assignment.

### **COURSE EXAMS**

Three unit exams and a comprehensive final exam will be administered during this course. Exams will be taken in person and during class time. Upon entry to testing room, students must show the official LIT Student ID. The ID must remain visible on the student's desk at all times during exam administration. The following items are not allowed in the testing room:

- Hats, caps, scarfs, hooded shirts (unless religious covering)
- Food, candy, drinks
- Cell phone, electronic devices, smart watches, smart glasses, recording devices

### **LATE ASSIGNMENTS**

Late assignments are generally not accepted in this course. Group NP and CJ application exercises are due at the end of the class period. Students who are absent and document excused extenuating circumstances (I.e. severe illness or natural disaster) must notify the faculty member of the circumstance prior to class and work collaboratively with faculty prior to the due date on

the assignment to develop a plan for submitting the assignment. This collaboration should occur prior to the weekend or school holiday. Assignments will not be accepted late without prior arrangements. Students must be present to earn Audience Response Question grades, and all exams are taken in person. Students who are sick on exam day must notify faculty by email prior to the exam start time. Valid documentation must be provided to the faculty member in order for arrangements to be made for retaking the exam or an alternate solution as determined by the Nursing Program Director.

### **PERMISSION TO RECORD LECTURES**

Students are not allowed to record (audio or video) lectures or class discussions without the expressed permission of the faculty member. This includes pictures of presentations.

### **CIVILITY**

Learning can be an intimidating experience for some students. It is imperative that students in the AASN program are respectful and civil to student colleagues as well as faculty in order to facilitate a safe and effective learning environment. It is imperative for students to realize that all students do not process information in the same manner or learn information in the same way. The AASN program faculty respect the diversity of our students which includes diversity of learning styles. Civility is maintained when there is order, respect for the teaching and learning process, empathy, and consideration for others. Students are expected to demonstrate civility in the classroom, online environment, and in all face-to-face as well as electronic communications. Demonstrations of uncivil behavior are unacceptable, do not demonstrate attributes of a professional nurse, and may result in initiation of the disciplinary process including but not limited to the student being excused from the experience, course, and potentially the nursing program.