



LAMAR INSTITUTE OF TECHNOLOGY

HEALTH CARE CONCEPTS II (RNSG 1433)

CREDIT

4 Semester Credit Hours (3 hours lecture, 3 hours lab, 1:2 ratio) 96 Contact Hours

MODE OF INSTRUCTION

Face to Face (web assisted)

PREREQUISITE/CO-REQUISITE:

Prerequisite: RNSG 1330

Co-Requisite requirements: RNSG 1126

Companion: RNSG 2361

COURSE DESCRIPTION

In-depth coverage of health care concepts with application through selected exemplars. Concepts include acid-base balance, coping, clotting, cognition, fluid and electrolytes, gas exchange, immunity, metabolism, nutrition, comfort, and perfusion. Provides continuing opportunities for development of clinical judgment skills. This course lends itself to a concept-based approach.

COURSE OBJECTIVES/ COURSE MEASURABLE STUDENT LEARNING OUTCOMES

Upon completion of this course, the student will be able to		Companion Course Outcome (RNSG 2361)	End of Program Student Learning Outcome (EOP SLO)	Differentiated Essential Competencies (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.	*Relate the learned concepts to other concepts or exemplars;	5	1,2,3,4,5,6,7,8	PCC 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	PCC 1
5.	Interpret 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	MOP A1a,b,c, A2, A3, A4 PSA A4
6.	Use evidence-based clinical reasoning and judgments for optimal patient outcomes.	4	2	PCC E13
7.	Interpret evidence-based practice outcomes as a basis for decision-making for diverse patients and groups across the lifespan	5	3	PCC B2, B3
8.	Organize compassionate, theory-based, individualized, culturally sensitive and patient-centered care including therapeutic communication for diverse patients across the lifespan.	6	4	PCC A1a,b, A2a,b,c, A3, B4, B5, C1a,
9.	Interpret patient goals, assignments, delegation tasks, and mandatory reporting based on knowledge of the Texas Nursing Practice Act and best safety practices which reduce risk.	7	5	MOP A1a, B2a PCC D1e PSA B5, E1a,b,c, E2, F1a,b,c, F2 MHCT E1, E2a,b,c,d
10.	Interpret teamwork and collaboration strategies in the role of healthcare advocate for diverse patients and groups across the lifespan.	8	6	MHCT B1a,b, B2a,b, B3a, b, B4, E2a,
11.	Interpret 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	PSA C1a,b MHCT G1, G2a,b, G3, G4

12.	Sketch 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	PCC E1a,b, E4a,b, E5, E12
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Note: * indicates WECM End-of-Course Outcome.

INSTRUCTOR CONTACT INFORMATION

Instructor: Nicole Schroeder, RN, MSN
Email: nschroeder@lit.edu
Office Phone: (409) 247-4882
Office Location: WAHTC 338
Office Hours: Thursdays 9:00 – 12:00 & 1:00 – 3:00

REQUIRED TEXTBOOK AND MATERIALS

Harding, M. M., Kwong, J., & Hagler, D. (2023). *Lewis's Medical-Surgical Nursing: Assessment and Management of Clinical Problems* (12th ed.). Elsevier Health Sciences (US).

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

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

Texas Board of Nursing (2021). Texas Board of Nursing: Nurse Practice Act. Retrieved from https://www.bon.texas.gov/pdfs/law_rules_pdfs/nursing_practice_act_pdfs/NPA2021.pdf.

Sherpath for Harding, M. M., Kwong, J., & Hagler, D. (2023). *Lewis's Medical-Surgical Nursing: Assessment and Management of Clinical Problems* (12th 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.

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

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. Nursing Management of Care: Immunity**
 - A. Exemplars
 1. Vaccines
 2. Otitis Media
 3. Urinary Tract Infection (Urosepsis only)
 4. Cellulitis
 5. Pneumonia
 6. Appendicitis
 7. Trauma-Sprain
 8. Osteomyelitis
 - 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

II. **Nursing Management of Care: Fluid & Electrolytes**

- A. Exemplars
 - 1. Dehydration- Gastroenteritis Elderly and Pediatrics
 - 2. Extracellular Fluid Volume Excess
 - 3. Hypocalcemia
 - 4. Hypercalcemia
 - 5. Hypokalemia
 - 6. Hyperkalemia-Chronic Renal Failure
 - 7. Hyponatremia- Syndrome of Inappropriate Antidiuretic Hormone (SIADH)
 - 8. Hypernatremia – Diabetes Insipidus (DI)
 - 9. Hypophosphatemia
 - 10. Hyperphosphatemia
 - 11. Hypomagnesemia
 - 12. Hypermagnesemia
- 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
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 - 1. Interprofessional Care
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III. Nursing Management of Care: Acid Base Balance

- A. Exemplars
 - 1. Diabetic Ketoacidosis (DKA)
 - 2. Hyperventilation (Birthing Mother, Panic Attack)
 - 3. Gastrointestinal Losses (pediatric)
 - 4. Drug Overdose with Hyperventilation
- 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
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IV. Nursing Management of Care: Metabolism

- A. Exemplars
 - 1. Diabetes Type 1
 - 2. Diabetes Type 2
 - 3. Gestational Diabetes
 - 4. Graves' Disease- Hyperthyroidism
 - 5. Hypothyroidism
- 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
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 - 3. Professional Communication
 - 4. Promotion of diversity, equity, & inclusion
- V. Nursing Management of Care: Elimination**
 - A. Exemplars
 - 1. Diverticulitis
 - 2. Paralytic Ileus – Bowel Obstruction
 - 3. Neurogenic Bladder – Spastic
 - 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
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 - 5. Patient-centered care
 - 6. Therapeutic communication
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VI. Nursing Management of Care: Comfort

- A. Exemplars
 - 1. Sickle Cell Anemia (Chronic Pain, Acute Exacerbation)
 - 2. Post-Operative Pain: Abdominal Surgery (Acute Pain)
 - 3. Renal Calculi (Acute Pain)
 - 4. Peripheral Vascular Disease (PCD) (Neuropathic 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
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VII. Nursing Management of Care: Gas Exchange

- A. Exemplars
 - 1. Asthma
 - 2. Chronic Obstructive Pulmonary Disease (COPD)\
 - 3. Pneumonia- Aspiration
 - 4. RSV/Bronchiolitis (Pedi)
 - 5. Tracheal Esophageal Fistula (Pedi/Newborn)
- 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
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VIII. Nursing Management of Care: Perfusion

- A. Exemplars
 - 1. Basic ECG Rhythms (NSR, ST, SB only)
 - 2. Congestive Heart Failure
 - 3. Hypertension
 - 4. Gestational Hypertension
 - 5. Mitral Valve Prolapse
 - 6. Coronary Artery Disease (CAD)
 - 7. Peripheral Vascular Disease (PVD)
- 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
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IX. Nursing Management of Care: Clotting

- A. Exemplars
 1. Hemophilia
 2. Deep Vein Thrombosis (DVT)
- 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
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X. Nursing Management of Care: Coping

- A. Exemplars
 1. Anxiety
 - a. Generalized Anxiety Disorder
 - b. Panic Disorder (Attack)
 - c. Obsessive Compulsive Disorder (OCD)
 - d. Eating Disorders
 - Anorexia Nervosa
 - Bulimia

- e. Phobia
- 2. Stress
 - a. Separation Anxiety (Developmental)
 - b. Post-Traumatic Stress Disorder
 - c. Physical Response/Disease
 - d. Lifespan Response
- 3. Substance Abuse/Addictive Behaviors
 - a. Alcoholism
 - b. Opioid Epidemic
 - c. Maternal/Fetal Cocaine Addiction
 - d. Neonatal Abstinence Syndrome (Withdrawal)
- B. Interrelatedness among foundational concepts
- C. Role of the Professional Nurse
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XI. Nursing Management of Care: Cognition

- A. Exemplars
 - 1. Alzheimer's Disease/Dementia
 - 2. Delirium

- 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
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XII. Nursing Management of Care: Nutrition

- A. Exemplars
 - 1. Heart Healthy Diet
 - 2. Diabetic Diet
 - 3. Malnutrition (Introduce Parenteral Nutrition)
 - 4. Peptic Ulcer Disease (PUD)
 - 5. Gastroesophageal Reflux Disease (GERD)
 - 6. Malabsorption Syndromes Infant & Elderly (Gastrostomy and Enteral Feedings)
 - 7. Starvation – Failure to Thrive
- 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
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COURSE CALENDAR

DATE	TOPIC	READINGS	ASSIGNMENTS: LAB ACTIVITIES, IN-CLASS ACTIVITIES, CONCEPT MAPPING, CASE STUDIES, ETC.
Week 1.1	I. Immunity Exemplars: Vaccines Otitis Media Urinary Tract Infection (Urosepsis only) Cellulitis	Yoost Chapter 16: Health & Wellness (Review) Chapter 26: Asepsis and Infection Control (pgs. 480- 493) Harding Chapter 15: Infection	Audience Response Exam I Final Exam

Week 1.2	<p>Pneumonia</p> <p>Appendicitis</p> <p>Trauma-Sprain</p> <p>Osteomyelitis</p>	<p>Chapter 23: Auditory Problems (445-446)</p> <p>Chapter 50: Renal & Urological Problems (pgs. 1200-1201)</p> <p>Harding</p> <p>Chapter 25: Integumentary Problems (pgs. 477-482)</p> <p>Chapter 47: Inflammatory Disorders (1102-1103)</p> <p>Chapter 67: Musculoskeletal Trauma & Orthopedic Surgery (pgs. 1639-1640)</p> <p>Chapter 68: Musculoskeletal Problems (pgs. 1674-1677)</p>	
Week 2.1	<p>II. Fluid & Electrolytes</p> <p>Exemplars:</p> <p>Hypercalcemia</p> <p>Hypokalemia</p> <p>Hyperkalemia- Chronic Renal Failure</p> <p>Hyponatremia-Syndrome of Inappropriate Antidiuretic Hormone (SIADH)</p>	<p>Yoost</p> <p>Chapter 39: Fluid, Electrolytes, & Acid-Base Balance</p> <p>Chapter 41: Urinary Elimination (pgs. 1052-1057)</p> <p>Harding</p> <p>Chapter 17: Fluid, Electrolyte, & Acid-Base Imbalances (pgs. 311-327)</p>	<p>Lilley</p> <p>Chapter 28: Diuretic Therapy</p> <p>Chapter 29: Fluid & Electrolytes</p> <p>Audience Response</p> <p>Exam I</p> <p>Final Exam</p>
Week 2.2	<p>Hypernatremia- Diabetes Insipidus (DI)</p> <p>Hypophosphatemia</p> <p>Hyperphosphatemia</p> <p>Hypomagnesemia</p>		

	Hypermagnesemia		
Week 3.1	<p>III. Acid-Base Balance</p> <p>Exemplars:</p> <p>Diabetic Ketoacidosis (DKA)</p> <p>Hyperventilation (Birthing Mother, Panic Attack)</p> <p>Gastrointestinal Losses (pediatric)</p> <p>Drug Overdose with Hyperventilation</p>	<p>Yoost</p> <p>Chapter 39: Fluid, Electrolytes, & Acid-Base Balance</p> <p>Chapter 32: Stress & Coping (Review)</p> <p>Harding</p> <p>Chapter 53: Diabetes (1308-1310)</p> <p>Chapter 32: Acute Respiratory Failure & Acute Respiratory Distress Syndrome</p>	<p>Audience Response</p> <p>Exam I</p> <p>Final Exam</p>
Week 3.2	<p>III. Metabolism</p> <p>Exemplars:</p> <p>Diabetes Type 1</p> <p>Diabetes Type 2</p> <p>Gestational Diabetes</p> <p>Graves' Disease-Hyperthyroidism</p> <p>Hypothyroidism</p>	<p>Yoost</p> <p>Chapter 34: Diagnostic Testing</p> <p>Harding</p> <p>Chapter 53: Diabetes</p> <p>Chapter 54: Endocrine Problems (pgs. 1330-1338)</p> <p>Lilley</p> <p>Chapter 32: Antidiabetic Therapy</p> <p>Chapter 31: Thyroid & Parathyroid Drug Therapy</p>	<p>ATI Pharm: Endocrine System (diabetes, thyroid disorders)</p> <p>Lilley</p> <p>Chapter 32: Diabetes Drugs</p> <p>PowerPoint Case Study</p> <p>In-Class audience response questions</p> <p>Audience Response</p> <p>Exam I</p> <p>Final Exam</p>
Week 4.1	<p>IV. Elimination</p> <p>Exemplars:</p> <p>Diverticulitis</p>	<p>Yoost</p> <p>Chapter 40: Bowel Elimination (Review)</p>	<p>ATI Pharm: Gastrointestinal System (constipation)</p>

	<p>Paralytic Ileus – Bowel Obstruction</p> <p>Neurogenic Bladder – Spastic</p>	<p>Chapter 41: Urinary Elimination (Review)</p> <p>Harding</p> <p>Chapter 47: Lower Gastrointestinal Problems (pgs. 1123-1125)</p>	<p>Lilley</p> <p>Chapter 38 & 39: Antibacterial Therapy Chapter 20: Cholinergic Therapy (pgs. 316-318)</p> <p>Audience Response</p> <p>Exam I</p> <p>Final Exam</p>
Week 4.2	<p>IV. Comfort</p> <p>Exemplars:</p> <p>Sickle Cell Anemia (Chronic Pain, Acute Exacerbation)</p> <p>Post-Operative Pain: Abdominal Surgery (Acute Pain)</p> <p>Renal Calculi (Acute Pain)</p> <p>Peripheral Vascular Disease (PCD) (Neuropathic Pain)</p>	<p>Yoost</p> <p>Chapter 36: Pain Management (Review)</p> <p>Harding</p> <p>Chapter 9: Pain (pgs. 123-140) Chapter 20: Postoperative Care (pg. 375) Chapter 41: Vascular Disorders (Review)</p> <p>Lilley</p> <p>Chapter 10: Analgesic Drugs (pgs. 140-160)</p>	<p>ATI Pharm: Pain and Inflammation</p> <p>Lilley</p> <p>Adaptive Quizzing for Chapter 10</p> <p>Audience Response</p> <p>Exam I</p> <p>Final Exam</p>
Week 5.1	Exam 1		
Week 5.2	<p>V. Gas Exchange</p> <p>Exemplars:</p> <p>Asthma</p> <p>Chronic Obstructive Pulmonary Disease (COPD)</p>	<p>Yoost</p> <p>Chapter 38: Oxygenation & Tissue Perfusion</p> <p>Harding</p>	<p>ATI Pharm: Respiratory System (non-infectious lower respiratory airflow disorders, upper respiratory disorders)</p> <p>Lilley</p>

	Pneumonia- Aspiration RSV/Bronchiolitis (Pedi) Tracheal Esophageal Fistula (Pedi/Newborn)	Chapter 27: Assessment: Respiratory System (Review) Chapter 28: Supporting Ventilation (pgs. 532-552) Chapter 30: Lower Respiratory Problems (pgs. 596-603) Chapter 31: Obstructive Pulmonary Diseases (pgs. 638-671) Lilley Chapter 37: Drugs Used in the Management of Asthma and COPD	Chapter 38 & 39: Antibacterial Therapy Chapter 44: Corticosteroid Therapy Audience Response Exam II Final Exam
Week 6.1	VI. Perfusion Exemplars: Basic ECG Rhythms (NSR, ST, SB only) Congestive Heart Failure Hypertension Gestational Hypertension Mitral Valve Prolapse Coronary Artery Disease (CAD) Peripheral Vascular Disease (PVD)	Yoost Chapter 39: Oxygenation & Tissue Perfusion Harding Chapter 35: Assessment: Cardiovascular System (Review) Chapter 36: Hypertension (pgs. 800-814) Chapter 38: Heart Failure (pgs. 859-877) Chapter 37: Coronary Artery Disease (pgs. 819- 829) Chapter 40: Inflammatory & Structural Heart Disorders (pgs. 919-921) Chapter 41: Vascular Disorders (pgs. 932-938, 946-954, 956-957)	ATI Pharm: Cardiovascular System (CHF) Lilley Chapter 24: Drugs Impacting the RAAS Beta Blocker Therapy (pgs. 370-374) Cardiac Glycoside (Digoxin) Therapy (pgs. 375-379) Calcium Channel Blocker Therapy Centrally-Acting Alpha ₂ Adrenergic Agonist Therapy Chapter 27: Statin Therapy Bile-Acid Sequestrant and Fibrate Therapy Nicotinic Acid Drugs, Cholesterol Absorption Inhibitor Therapy, and PCSK9 Inhibitors

			Audience Response Exam II Final Exam
Week 6.2	VI. Clotting Exemplars: Hemophilia Deep Vein Thrombosis (DVT)	Harding Chapter 33: Assessment: Hematologic System (Review) Chapter 34: Hematologic Problems Lilley Chapter 8: Gene Therapy & Pharmacogenomics (pgs. 96-102)	Lilley Chapter 26: Parenteral Anticoagulant Oral Anticoagulant Therapy Antiplatelet Therapy Thrombolytic Therapy Audience Response Exam II Final Exam
Week 7.1	VII. Coping: Disorders Exemplars: Anxiety - Generalized Anxiety Disorder - Panic Disorder (Attack) - Obsessive Compulsive Disorder (OCD) - Eating Disorders <ul style="list-style-type: none"> • Anorexia Nervosa • Bulimia - Phobia	Yoost Chapter 32: Stress & Coping Chapter 30: Nutrition (pgs. 669-670) Harding Chapter 7: Stress Management Chapter 44: Nutrition Problems (pgs. 1025-1028)	ATI Pharm: Neurological System P2 (anxiety disorders) Lilley Chapter 16: Antidepressant & Mood Stabilizer Drug Therapy Antipsychotic Drug Therapy Antianxiety Drug Therapy Audience Response Exam II Final Exam

Week 7.2	<p>VII. Cognition</p> <p>Exemplars:</p> <p>Alzheimer's Disease/Dementia</p> <p>Delirium</p> <p>Reminiscence</p>	<p>Yoost</p> <p>Chapter 18: Human Development (pgs. 270-272)</p> <p>Chapter 31: Cognitive & Sensory Alterations (pgs. 700-701, 704-710)</p> <p>Harding</p> <p>Chapter 64: Dementia & Delirium</p>	<p>ATI Pharm: Neurological System P1 (Alzheimer's)</p> <p>Lilley</p> <p>Chapter 20: Cholinergic Therapy</p> <p>Audience Response</p> <p>Exam II</p> <p>Final Exam</p>
Week 8.1	<p>VIII. Coping</p> <p>Exemplars:</p> <p>Stress</p> <ul style="list-style-type: none"> - Separation Anxiety (Developmental) - Post-Traumatic Stress Disorder - Physical Response/Disease - Lifespan Response Substance Abuse/Addictive Behaviors - Alcoholism - Opioid Epidemic - Maternal/Fetal Cocaine Addiction 	<p>Yoost</p> <p>Chapter 18: Human Development</p> <p>Harding</p> <p>Chapter 11: Substance Use Disorders in Acute Care (pgs. 165-174)</p>	<p>Lilley</p> <p>Chapter 17: Drugs used in the Management of Substance Use Disorder</p> <p>Audience Response</p> <p>Exam II</p> <p>Final Exam</p>

	-Neonatal Abstinence Syndrome (Withdrawal)		
Week 8.2	<p>VIII. Nutrition</p> <p>Exemplars:</p> <p>Heart Healthy Diet</p> <p>Diabetic Diet</p> <p>Malnutrition (Introduce Parenteral Nutrition)</p> <p>Peptic Ulcer Disease (PUD)</p> <p>Gastroesophageal Reflux Disease (GERD)</p> <p>Malabsorption Syndromes Infant & Elderly (Gastrostomy and Enteral Feedings)</p> <p>Starvation – Failure to Thrive</p>	<p>Yoost</p> <p>Chapter 30: Nutrition</p> <p>Harding</p> <p>Chapter 43: Assessment: Gastrointestinal System (Review)</p> <p>Chapter 46: Upper Gastrointestinal Problems (pgs. 1057-1061, 1067-1074)</p> <p>Chapter 44: Nutrition Problems (pgs. 1011-1025)</p>	<p>ATI Pharm: Gastrointestinal System (peptic ulcer disease)</p> <p>Lilley</p> <p>Chapter 50: Histamine₂ Blocker Therapy</p> <p>Proton Pump Inhibitor Therapy</p> <p>Antacid Therapy</p> <p>Chapter 53: Vitamin & Mineral Therapy</p> <p>Audience Response</p> <p>Exam II</p> <p>Final Exam</p>
Week 9.1	Exam 2		
Week 9.2	REVIEW		
Week 10	Comprehensive Final		

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Evaluation Method	Course Grade %
1. Group Application Exercises: Concept Mapping, Clinical Judgment, Nursing Process	5%
2. Audience Response/Post Class Quiz	5%
3. ATI Pharmacology Modules	15%
4. *Exam I	15%
5. *Exam II	20%
6. *Final Exam	25%
7. Pharmacology Standardized Exam & Remediation	7.5%
8. Medical-Surgical Standardized Exam & Remediation	7.5%
TOTAL	100%

Note: * To successfully pass this course, students must achieve a minimum average of 75% across all exams. Students who do not meet this benchmark will not pass the course, regardless of their assignment performance. *(Standardized Exams are not included in the 75% exam rule calculation).*

GRADE SCALE

90-100	A	
80-89	B	
75-79	C	*75% is required to successfully complete
60-74	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. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](https://www.lit.edu/specialpopulations).

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. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

ACADEMIC DISHONESTY

Students enrolled in the nursing program at LIT must maintain academic and behavioral expectations consistent with the profession of nursing and in accordance with the nursing program Student Handbook. Standards of *nursing practice include (but are not limited to) behaviors indicating honesty, accountability, trustworthiness, reliability, and integrity*. The inability of a student to consistently conform his/her/their conduct to requirements of the Nursing Practice Act and BON rules and regulations through a single incident or pattern of personal, academic, or other unacceptable behaviors will result in the disciplinary process. The disciplinary process may include verbal counseling, written counseling, and or dismissal from the nursing program.

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.

AI IN NURSING COURSES

Students are expected to follow course assignment instructions and grading rubrics. Unless otherwise indicated in the assignment instructions, information obtained through AI resources should not be submitted as a student's original work. Unless specifically granted by individual faculty members, **students do not have permission to upload faculty intellectual property** (PowerPoint Presentations, lecture notes, assignments, course materials, voice or lecture recordings) to any AI platform. Students demonstrating these behaviors or other inappropriate use of AI may be subject to disciplinary process.

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 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.

AUDIENCE RESPONSE QUESTIONS/In Class Quizzes

Faculty will utilize an audience response system or in class quizzing. 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, CLINICAL JUDGMENT, AND NURSING PROCESS GROUP APPLICATION EXERCISE

Group Application Exercises (Concept Mapping, Clinical Judgment, Nursing Process) 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

Two 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 the 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 unless specified otherwise. 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/In Class Quiz 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 course faculty and 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.

CALCULATE YOUR GRADE

GRADE	X	PERCENT	=	GRADE POINTS
Exam 1	X	0.15 (15%)	=	
Exam 2	X	0.20 (20%)	=	
Final	X	0.25 (25%)	=	
TOTAL				
				DIVIDE BY 0.60 (60%)
FINAL WEIGHTED EXAM GRADE				