



HEALTH CARE CONCEPTS I (RNSG 1330)

LAMAR INSTITUTE OF TECHNOLOGY

CREDIT

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 | PCC A1a, b, A2a, b,c, A3, A4, B7, B9 |

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| 4. | *Describe the interrelatedness among foundational concepts to assist in developing clinical judgment. | 4 | 2,3,6,7,8 | PCC 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 | MOP A1a, b,c, A2, A3, A4 PSA A4 |
| 6. | Describe evidence-based clinical reasoning and judgments for optimal patient outcomes. | 4 | 2 | PCC E13 |
| 7. | Identify evidence-based practice outcomes as a basis for decision-making for diverse patients and groups across the lifespan | 5 | 3 | PCC 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 | PCC 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 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. | Explain teamwork and collaboration strategies in the role of healthcare | 8 | 6 | MHCT B1a, b, B2a, b, B3a, b, B4, E2a, |

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| | advocate for diverse patients and groups across the lifespan. | | | |
| 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 | PSA C1a, b MHCT 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 | PCC E1a, b, E4a, b, E5, E12 |

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

INSTRUCTOR CONTACT INFORMATION

Instructor: Stacey Ojemeni DNP, MSN, MJ, RN
 Email: sojemeni@lit.edu
 Office Phone: (409) 247- 4926
 Office Location: WAHTC 334
 Office Hours: Wednesday 2:00-4:00; Thursday 10:30-11:30 and 12:30-2:30

Instructor: Kelly Hansen MSN, RN
 Email: khansen1@lit.edu
 Office Phone: (409) 247-4861
 Office Location: WAHTC 333
 Office Hours: Tuesday, Thursday 0730-0800; 1220-1250;
 Wednesday 0930-1230

Instructor: Brooke Manuel MSN, APRN, FNP-C
 Email: bmanuel2@lit.edu
 Office Phone: (409) 247-4862
 Office Location: WAHTC 334

Office Hours: Tuesday, Thursday 1220pm-1250pm
 Wednesday 10am-12pm, 1pm-3pm

REQUIRED TEXTBOOK AND MATERIALS

Giddens, J.F. (2025). *Concepts for Nursing Practice* (4th ed.). Elsevier Health Sciences (US).

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

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
 - C. Pharmacology
 - 1. Pharmacological principles
 - 2. Nursing process and drug therapy
 - 3. Medication errors- preventing and responding
- II. 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
- III. 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
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- IV. 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
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 - 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: **Diversity**
- A. Exemplars
1. Hispanic Traditions – Maternity with Complementary & Alternative Medicine
 2. Jehovah's Witness – Blood Products, Pediatrics
 3. Traditional Islamic – Ritual Dying Patient
 4. Spirituality – Spiritual Distress
 - a. Race
 - b. Gender
 - c. Sexual Orientation
 - d. Age
 - e. Education
 - f. Abilities
 - g. Life
 - h. Experiences
- 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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VI. Nursing Management of Care: Functional **Ability**

A. Exemplars

1. Alzheimer's
2. Downs Syndrome
3. Parkinson's
4. Cerebrovascular Accident-stroke

D. Interrelatedness among foundational concepts

E. Role of the Professional Nurse

2. Legal & ethical
3. Policies in the practice setting

D. Evidence-based

2. Clinical reasoning & judgments
3. Outcomes as a basis for decision making

F. Nursing Care

2. Compassionate
3. Theory-based
4. Individualized
5. Culturally sensitive
6. Patient-centered care
7. Therapeutic communication

G. Texas Nursing Practice Act and Best Safety Practices to reduce risk

2. Patient goals
 - b. Health promotion
 - e. Disease prevention
 - f. Rehabilitation
 - g. Health maintenance
 - f. Restoration of health.
3. Assignments
4. Delegation tasks
5. Mandatory reporting

H. Teamwork & Collaboration

2. Interprofessional Care
3. Role as healthcare advocate
4. Professional Communication
5. Promotion of diversity, equity, & inclusion

VII. 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
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- VIII. 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

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- IX. 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
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 - 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
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- G. Teamwork & Collaboration
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- X. 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
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 - 5. Patient-centered care
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 - F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
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 - c. Rehabilitation
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- XI. 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
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 - b. Disease prevention
 - c. Rehabilitation
 - d. Health maintenance
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 2. Assignments
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 - G. Teamwork & Collaboration
 1. Interprofessional Care
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- XII. 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
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RNSG 1330: HEALTH CARE CONCEPTS

COURSE CALENDAR

| DATE | TOPIC | READINGS (Review before class) | ASSIGNMENTS |
|--|--|---|---|
| Module #1 Clinical Judgement Model Tues 8/26 & Thurs 8/28 | I. Systematic method of problem-solving Clinical Judgment Model 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?) | Yoost: 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 Lilley: Ch. 1 The Nursing Process and Drug Therapy Ch. 2 Pharmacological Principles Ch. 5 Medication Errors: Preventing and Responding | |
| Pharmacology Tues 9/2 & Thurs 9/4 | Nursing Process Assessment Diagnosis Outcomes/Planning Implementation Evaluation | | Week 2: ATI Intro to Pharmacology Module and Test (DUE 9/4 at 11:59PM) |

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| Module #2 Sleep Tues 9/9 Activity Thurs 9/11 | II. Sleep Exemplars: <ul style="list-style-type: none"> • Sleep Deprivation • Insomnia • Sleep Apnea *Medical terminology & Medical abbreviations *Therapeutic communication: Understanding the core principles, mastering specific techniques, and recognizing cultural sensitivity. *Principles of teaching & learning: relevance, motivation, readiness, maturation, reinforcement, participation, organization, and repetition | Yoost: Ch. 33 Sleep Lilley: Ch. 12 Central Nervous System Depressants and Muscle Relaxants ATI Neurological system: Overview of neuro-Medication treatment for muscle spasms | Pharm concept map (2) Due 9/29 at 11:59 Drug class: <ul style="list-style-type: none"> • Benzodiazepines • Nonbenzodiazepines (sedative-hypnotics) Drugs: <ul style="list-style-type: none"> • temazepam • eszopiclone • ramelteon • zolpidem • suvorexant |
| Module #3 Comfort | III. Comfort Exemplars: | Yoost: Ch. 20 Health History and Physical Assessment (pg. 324-334) | Pharm concept maps (4) Due 9/29 at 11:59 Drug Class: |

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| <p>Tues: 9/16 Thurs: 9/18</p> | <ul style="list-style-type: none"> ● Osteoarthritis (Chronic Pain) ● Degenerative Disc Disease/Neuropathic Pain ● Post-operative Pain-Total Joint Arthroplasty (Acute) ● Procedural Pain-Dressing Changes/Wound Care, PT after Arthroplasty (Acute Pain) | <p>Ch. 36 Pain Management</p> <p>Lilley: Ch. 10 Analgesic Drugs</p> <p>Ch. 11 General and Local Anesthetics (p. 169-172/local anesthetics)</p> <p>Ch. 44 Anti-inflammatory and Anti-Gout Drugs (exclude section on Anti-Gout medications)</p> <p>Giddens: Concept 27</p> | <ul style="list-style-type: none"> ● Opioids ● Non-opioids ● Opioid Antagonist ● Local Anesthetics <p>Drugs:</p> <ul style="list-style-type: none"> ● Codeine ● Hydrocodone ● Oxycodone ● Methadone ● Morphine ● Hydromorphone ● Fentanyl ● Merperidine ● Tylenol ● Tramadol ● Lidocaine ● Narcan |
| <p>Module #4</p> <p>Elimination</p> <p>Tues: 9/23 Thurs: 9/25</p> | <p>IV. Elimination</p> <p>Exemplars:</p> <ul style="list-style-type: none"> ● Benign Prostate Hypertrophy (BPH) ● Diarrhea – Bowel Incontinence ● Gerontology – Urinary Incontinence ● Clostridium difficile – (C. Diff) | <p>Yoost: Ch. 40 Bowel Elimination</p> <p>Lilley: Ch. 35 (p. 548-550)</p> <p>Ch. 51 Bowel Disorder Drugs</p> <p>ATI: Module: The Gastrointestinal System</p> | <p>*Critical thinking knowledge check on medical terminology & abbreviations 9/23</p> <p>Pharm concept maps (3) Due 9/29 at 11:59</p> <p>Drug class:</p> <ul style="list-style-type: none"> ● 5-alpha reductase inhibitors |

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| | <ul style="list-style-type: none"> • Constipation/Impaction | <p>Section: Medication therapy for constipation; Medication therapy for diarrhea</p> | <ul style="list-style-type: none"> • Alpha₁-Adrenergic Blockers • Anti-diarrheals <p>Drugs:</p> <ul style="list-style-type: none"> • Loperamide • Diphenoxylate with atropine • Bismuth subsalicylate • Doxazosin • Tamsulosin • Terazosin • Alfuzosin • Finasteride • dutasteride |
| Tues 9/30 | EXAM I | Nursing process, Pharmacology, Sleep, Comfort, Elimination | See Exam Blueprint |
| <p>Module #5</p> <p>Diversity Lecture Thurs 10/2 and Tues 10/7</p> <p>Culture Breakfast 10/7</p> | <p>V. Diversity</p> <p>Exemplars:</p> <p>A. Hispanic Traditions – Maternity with Complementary/ Alternative Medicine</p> <p>B. Jehovah’s Witness – Blood Products, Pediatrics</p> <p>C. Traditional Islamic – Ritual Dying Patient</p> | <p>Yoost: Ch. 21 Ethnicity and Culture</p> <p>Ch. 22 Spiritual Health</p> <p>Ch. 24 Human Sexuality</p> <p>Lilley: Ch. 4 Cultural, Legal, and Ethical Considerations (p. 47-50, 56-58)</p> | <p>*Critical thinking knowledge check 10/2</p> <ul style="list-style-type: none"> • To be administered at the start of class |

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| | D. Spirituality – Spiritual Distress <ul style="list-style-type: none"> ● Race ● Gender ● Sexual Orientation ● Age ● Education ● Abilities ● Life Experiences Culture Breakfast | Giddens: Concept 4 | |
| Module #6 Functional Ability Thurs 10/9 & Tues 10/14 | V!. Functional Ability Exemplars: <ul style="list-style-type: none"> ● Alzheimer's ● Down Syndrome ● Parkinson's ● Cerebrovascular Accident (Stroke) | Lilley: Ch. 15 Anti-Parkinson Drugs Ch. 26 (p. 408-417) Coagulation Modifier Drugs Ch. 27 Antilipemic Drugs Giddens: Concept 2 (p. 14-21) ATI: Module: The Neurological system (Part 1) Section: Medication treatment for Parkinson's disease & Alzheimer's Module: The Cardiovascular | Pharm concept maps (12) Due 10/29 at 1159 Drug class: <ul style="list-style-type: none"> ● MAO-B Inhibitors ● Dopamine Modulators ● Dopamine agonists ● Dopamine replacement drugs (dopaminergic) ● Cholinesterase inhibitors ● (NMDA) receptor antagonists ● Thrombolytic ● Anticoagulants ● Antiplatelets ● HMG-CoA Reductase inhibitors ● Cholesterol absorption inhibitor ● Fibrin acid derivatives |

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| | | <p>System</p> <p>Section: Medication therapy for Coronary Heart Disease</p> <p>Module: The Hematologic system</p> <p>Section: Medication for bleeding disorders</p> | <p>Drugs:</p> <ul style="list-style-type: none"> • Atorvastatin • Ezetimibe • Gemfibrozil • simvastatin • Memantine • Donepezil • rivastigmine • Pramipexole • Alteplase • Aspirin • Clopidogrel • Warfarin • Enoxaparin • Dabigatran • Argatrobanan • Rivaroxaban • Apixaban • Edoxaban • betrixaban • Ropinirole • Rasagiline • Selegiline • Carbidopa-levodopa • Amantadine • Galantamine <p>ATI:</p> <ul style="list-style-type: none"> • Pharmacology practice exam A <p>Due 10/16 1159</p> |
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| <p>Module #7</p> <p>Nutrition</p> <p>Thurs 10/16 & Tues 10/21</p> | <p>VII. Nutrition</p> <p>Exemplars:</p> <ul style="list-style-type: none"> • Diets (Regular, Soft, Mechanical Soft, Clear Liquids, Full Liquids) • Obesity • Malnutrition (Inadequate-excess) • Iron Deficiency Anemia • Dysphagia | <p>Yoost: Ch. 30 Nutrition (p. 657-681)</p> <p>Lilley: Ch. 53 Vitamins and Minerals</p> <p>Ch. 54 Anemia Drugs (section on Iron)</p> <p>Ch. 55 Nutritional Supplements</p> <p>Giddens: Concept 14</p> | <p>Pharm concept maps (5) Due 10/29 at 1159</p> <p>Drug Class:</p> <ul style="list-style-type: none"> • Water soluble vitamins • Fat soluble vitamins • Minerals • Iron • TPN <p>Drugs:</p> <ul style="list-style-type: none"> • Vitamins A, D, E, K • B vitamins • Vitamin C • Calcium • Magnesium • Phosphorus • Zinc • Ferrous Fumarate • Ferrous Sulfate • Iron Dextran • Ferric Gluconate • Iron Sucrose • Folic Acid • TPN |
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| <p>Module #8</p> <p>Mobility</p> <p>Thurs 10/23 & Tues 10/28</p> | <p>VIII. Mobility</p> <p>Exemplars:</p> <ul style="list-style-type: none"> ● Hip Fractures ● Disuse Syndrome ● Osteoporosis | <p>Giddens: Concept 24 (p. 270-279)</p> <p>Yoost: Ch 28 Activity, Immobility and Safe Movement (review from skills lab?)</p> <p>Lilley: Ch. 10 Analgesic Drugs (review again as this was covered in module 3)</p> <p>Ch. 44 Anti-inflammatory (review from module #3) and Anti-gout Drugs</p> <p>Ch. 34 (p. 535-538) Drugs for osteoporosis</p> | <p>*Critical thinking knowledge check on medical terminology & abbreviations 10/23</p> <p>Pharm concept maps (6) Due 10/29 at 1159</p> <p>Drug class:</p> <ul style="list-style-type: none"> ● Bisphosphonate ● Selective estrogen receptor modulator ● Calcitonin ● Antigout <ul style="list-style-type: none"> ○ selective uric acid reabsorption inhibitors ○ xanthine oxidase inhibitors ● Nonsteroidal anti-inflammatory drugs (NSAIDs) <ul style="list-style-type: none"> ○ COX-2 inhibitor ○ salicylates <p>Drugs:</p> <ul style="list-style-type: none"> ● Celecoxib ● Ibuprofen ● Meloxicam ● Ketorolac ● Allopurinol ● Colchicine ● Probenecid ● Alendronate |
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| | | | <ul style="list-style-type: none"> ● Raloxifene ● Calcitonin ● ibandronate |
| 10/30 | EXAM II | Diversity, Functional ability, Mobility, Nutrition | See Exam Blueprint |
| Module #9 Sensory Perception Tues 11/4 & Thurs 11/6 | IX. Sensory Perception Exemplars: <ul style="list-style-type: none"> ● Cataracts ● Conductive Hearing Loss ● Macular Degenerative Disease ● Peripheral Neuropathy (Peripheral Artery Disease) ● Sensorineural Hearing Loss (Pedi) ● Glaucoma ● Eye Injuries | Yoost: Ch. 31 Cognitive and Sensory Alterations Lilley: Ch. 57 Ophthalmic Drugs Ch. 58 Otic Drugs Giddens: Concept 26 | Pharm Concept Maps (5) Due 11/24 at 1159 Drug Class: <ul style="list-style-type: none"> ● Direct Acting Cholinergics ● Mydriatics ● Beta-Andrenergic Blockers ● Carbonic Anhydrase Inhibitors ● Prostaglandin Agonists Drugs: <ul style="list-style-type: none"> ● Acetylcholine ● Carbachol ● Echothiophate ● Pilocarpine ● Apraclonidine ● Dipivefrin ● Betaxolol ● Timolol |

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| | | | <ul style="list-style-type: none"> ● Brinzolamide ● Dorzolamide ● Glycerin ● Mannitol ● Latanoprost |
| Module #10 Thermoregulation Tues 11/11 & Thurs 11/13 | X. Thermoregulation Exemplars: <ul style="list-style-type: none"> ● Environmental Exposure ● Hypothermia – Frost Bite, Infant ● Hyperthermia – Heat Stroke – Elderly ● Fever (Pedi) ● Malignant Hyperthermia | Giddens: Concept 8 (p. 81-89) Yoost: Ch. 19 Vital Signs (review from week #1 lab) Ch. 25 Safety | ATI: <ul style="list-style-type: none"> ● Pharmacology practice exam B Due 11/18 1159 |
| Module #11 Tissue Integrity Tues 11/18 & Thurs 11/20 | XI. Tissue Integrity Exemplars: <ul style="list-style-type: none"> ● Impetigo ● Psoriasis ● Wound (Surgical/Traumatic) ● Tinea Pedia ● Candida ● Pediculosis (Lice) | Yoost: Ch. 27 Hygiene and Personal Care (focus on skin care) Ch. 29 Skin Integrity and Wound Care (exclude decubitus) Lilley: Ch. 56 Dermatologic Drugs Giddens: | Pharm Concept Map (4) Due 11/24 at 1159 Drug Class: <ul style="list-style-type: none"> ● Antibacterial Drugs ● Antifungal Drugs ● Antipsoriatic Drugs ● Ectoparasitocidal Drugs Drugs: <ul style="list-style-type: none"> ● Bacitracin |

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| | | Concept 25 | <ul style="list-style-type: none"> ● Neosporin ● Mupirocin ● Silver Sulfadiazine ● Clotrimazole ● Miconazole ● Tazarotene ● Anthralin ● Calcipotrene ● Permethrin |
| Tues 11/25 | Exam III | Sensory Perception, Thermoregulation, Tissue Integrity | See Exam Blueprint |
| 11/27-28 | Thanksgiving Break!!! | | |
| Module #12 Human Development Tues: 12/2 | XII. Human Development Exemplars: <ul style="list-style-type: none"> ● Hospitalized Patient – Adult/Pedi Pharmacology Standardized Test | Yoost: Ch. 17 & Ch 18 Human Development | *Critical thinking knowledge check <ul style="list-style-type: none"> ● Prelecture Quiz ● To be administered at the start of class |
| 12/9 Final Exam | Comprehensive Final | | 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. *Critical thinking knowledge checks | 7.5% |
| 3. *Medication portfolio | 7.5% |
| 4. *Standardized Exam (Pharmacology) & Remediation | 10% |
| 5. *Exam I | 10% |
| 6. *Exam II | 15% |
| 7. *Exam III | 20% |
| 8. *Final Exam | 25% |
| TOTAL | 100% |

***Note:** *Students must have a 75% average on exams 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. |
| 60-74 | 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 \(lit.edu\)](#).

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.

CRITICAL THINKING KNOWLEDGE CHECKS

A variety of teaching modalities, including pre-lecture quizzes, ATI practice exams and modules, will be utilized to guide the student in the preparation for upcoming lectures. Assignments will be designed to activate prior knowledge, build foundational understanding, and help the student engage more meaningfully during class.

MEDICATION PORTFOLIO

Medication Portfolio Activities are assigned to enhance comprehension and retention of medication-related content, including pharmacologic classifications. Students are expected to initiate and maintain an updated medication portfolio for the duration of the program. This portfolio serves as an essential resource for ongoing learning and as a reference tool in preparation for course examinations, standardized assessments, and the NCLEX. To receive credit for the assignment all assigned drug concept maps must be completed.

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 the testing room, students must show the official LIT Student ID. The ID must always remain visible on the student's desk 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.