

Health Care Concepts I (RNSG 1330)

CREDIT

3 Semester Credit Hours (2 hours lecture, 3 hours lab) 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



**LAMAR INSTITUTE
OF TECHNOLOGY**

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

Upon completion of this course, the student will be able to:

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
4. *Describe the interrelatedness among foundational concepts to	4	2,3,6,7,8	PCC A1a, b, B4,6, C1a,2a,3,4a, b,6,8, D1a, b,3a, b

Approved: Initials/date

	assist in developing clinical judgment.			
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 advocate for diverse patients and groups across the lifespan.	8	6	MHCT B1a, b, B2a, b, B3a, b, B4, E2a,
11.	Discuss interprofessional care and teamwork strategies including	9	7	PSA C1a, b MHCT G1, G2a, b, G3, G4

	professional communication during global health emergencies, pandemics, and other situations to promote health, patient safety, equity, and inclusion.			
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

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 Office Location: WAHTC 334
 Office Hours: Tuesday: 12:00-12:30; 5:00-5:30 Wednesday 7:30-12:00; 1400-1600; Thursday 7:30-8:00; 12:00-12:30; 5:00-5:30- by appointment

Instructor: Stacey Ojemeni DNP, MJ, RN
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 Office Hours: by appointment

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.

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)

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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- V. Nursing Management of Care: **Diverse Populations (Cultural Awareness)**
 - 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
 - 2. Outcomes as a basis for decision making
- E. Nursing Care
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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
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 - 6. Patient-centered care
 - 7. Therapeutic communication
- G. Texas Nursing Practice Act and Best Safety Practices to reduce risk
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 - 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
- E. Nursing Care
 - 1. Compassionate
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 - 6. Therapeutic communication
- F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
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 - 3. Professional Communication
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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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 - 4. Promotion of diversity, equity, & inclusion
- 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
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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
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 5. Patient-centered care

6. Therapeutic communication
- F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
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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
 - a. Health promotion
 - b. Disease prevention
 - c. Rehabilitation
 - d. Health maintenance
 - e. Restoration of health.
2. Assignments
3. Delegation tasks
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- G. Teamwork & Collaboration
 1. Interprofessional Care
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 4. Promotion of diversity, equity, & inclusion
- 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
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COURSE CALENDAR

DATE	TOPIC	READINGS (Due on this Date)	ASSIGNMENTS (Due on this Date)
June 2, 2026	<p>Clinical Judgement Model</p> <p>Recognizing cues (What matters most?)</p> <p>Analyzing Cues (Why?)</p> <p>Prioritizing Hypotheses (What is going on? Where do I start?)</p> <p>Generating Solutions (What could help?)</p> <p>Take Action (What should I do? How should I do it?)</p> <p>Evaluating Outcomes (How did it go?)</p>	<p>Yoost:</p> <p>Ch. 4 Critical Thinking in Nursing</p> <p>Ch. 5 Introduction to the Nursing Process</p> <p>Ch. 6 Assessment</p> <p>Ch. 7 Nursing Diagnosis</p> <p>Ch. 8 Planning</p> <p>Ch. 9 Implementation and Evaluation</p>	
June 4, 2026	<p>Pharmacology</p> <p>Assessment Diagnosis Outcomes/Planning Implementation Evaluation</p>	<p>Lilley:</p> <p>Ch. 1 The Nursing Process and Drug Therapy</p>	<p>Quiz: Post Lecture Due: 6/5/26 by 11:59 PM</p>

		Ch. 2 Pharmacological Principles Ch. 5 Medication Errors: Preventing and Responding	
June 9, 2026	<p>Sleep</p> <p>Exemplars:</p> <ul style="list-style-type: none"> • Sleep Deprivation • Insomnia • Sleep Apnea <p>*Medical terminology & Medical abbreviations</p> <p>*Therapeutic communication: Understanding the core principles, mastering specific techniques, and recognizing cultural sensitivity.</p> <p>*Principles of teaching & learning: relevance, motivation, readiness, maturation, reinforcement, participation, organization, and repetition</p>	<p>Yoost: Ch. 33 Sleep</p> <p>Lilley: Ch. 12 Central Nervous System Depressants and Muscle Relaxants</p> <p>ATI Neurological system: Overview of neuro-Medication treatment for muscle spasms</p>	
June 11, 2026	<p>Comfort</p> <p>Exemplars:</p> <ul style="list-style-type: none"> • Osteoarthritis (Chronic Pain) • Degenerative Disc Disease/Neuropathic Pain • Post-operative Pain-Total Joint Arthroplasty (Acute) 	<p>Yoost: Ch. 20 Health History and Physical Assessment (pg. 324-334)</p> <p>Ch. 36 Pain Management</p> <p>Lilley:</p>	<p>Quiz: Post Lecture Due: 6/12/26 by 1159 PM</p>

	<ul style="list-style-type: none"> Procedural Pain-Dressing Changes/Wound Care, PT after Arthroplasty (Acute Pain) 	<p>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>	
June 16, 2026	EXAM I - See Exam Blueprint		
June 18, 2026 June 23, 2026	<p>Functional Ability</p> <p>Exemplars:</p> <ul style="list-style-type: none"> Alzheimer's Down Syndrome Parkinson's <p>Cerebrovascular Accident (Stroke)</p>	<p>Lilley:</p> <p>Ch. 15 Anti-Parkinson Drugs</p> <p>Ch. 26 (p. 408-417) Coagulation Modifier Drugs</p> <p>Ch. 27 Antilipemic Drugs</p> <p>Giddens: Concept 2 (p. 14-21)</p> <p>ATI: Module: The Neurological system (Part 1)</p> <p>Section: Medication</p>	Med term & abbreviation knowledge check in class

		<p>treatment for Parkinson's disease & Alzheimer's</p> <p>Module: The Cardiovascular 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>June 25, 2026 June 30, 2026</p>	<p>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</p>	<p>Med term & abbreviation knowledge check in class</p> <p>Assignment: Nursing Exemplar Videos on Mobility</p>

		(review from module #3) and Anti-gout Drugs Ch. 34 (p. 535-538) Drugs for osteoporosis	
July 2, 2026	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: Concept 25	Quiz: Post Lecture Due: 7/3/26 by 11:59 PM
July 7, 2026	EXAM II - See Exam Blueprint		
July 8, 2026	Nutrition Exemplars: <ul style="list-style-type: none"> ● Diets (Regular, Soft, Mechanical Soft, Clear Liquids, Full Liquids) ● Obesity ● Malnutrition (Inadequate- excess) ● Iron Deficiency Anemia Dysphagia 	Yoost: Ch. 30 Nutrition (p. 657-681) Lilley: Ch. 53 Vitamins and Minerals Ch. 54 Anemia Drugs (section on Iron)	Concept Mapping/Clinical Judgment Group Application Exercise (Nursing Management for one Concept)

		<p>Ch. 55 Nutritional Supplements</p> <p>Giddens: Concept 14</p>	
July 14, 2026	<p>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) Constipation/Impaction 	<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>Section: Medication therapy for constipation; Medication therapy for diarrhea</p>	
July 15, 2026	<p>Diversity</p> <p>Exemplars:</p> <ol style="list-style-type: none"> A. Hispanic Traditions – Maternity with Complementary/ Alternative Medicine B. Jehovah’s Witness – Blood Products, Pediatrics C. Traditional Islamic – Ritual Dying Patient D. Spirituality – Spiritual Distress 	<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</p>	<p>Quiz: Post Lecture Due: 7/16/26 by 11:59 PM</p> <p>Group Active Learning Activity</p>

	<ul style="list-style-type: none"> ● Race ● Gender ● Sexual Orientation ● Age ● Education ● Abilities ● Life Experiences 	<p>Considerations (p. 47-50, 56-58)</p> <p>Giddens: Concept 4</p>	
	Culture Breakfast		
July 21, 2026	<p>Sensory Perception</p> <p>Exemplars:</p> <ul style="list-style-type: none"> ● Cataracts ● Conductive Hearing Loss ● Macular Degenerative Disease ● Peripheral Neuropathy (Peripheral Artery Disease) ● Sensorineural Hearing Loss (Pedi) ● Glaucoma <p>Eye Injuries</p>	<p>Yoost: Ch. 31 Cognitive and Sensory Alterations</p> <p>Lilley: Ch. 57 Ophthalmic Drugs</p> <p>Ch. 58 Otic Drugs</p> <p>Giddens: Concept 26</p>	<p>Quiz: Post Lecture Due: 7/24 by 11:59 PM</p>
July 22	ATI Fundamentals Exam		
July 28	<p>Thermoregulation</p> <p>Exemplars:</p> <ul style="list-style-type: none"> ● Environmental Exposure ● Hypothermia – Frost Bite, Infant ● Hyperthermia – Heat Stroke – Elderly ● Fever (Pedi) ● Malignant Hyperthermia 	<p>Giddens: Concept 8 (p. 81-89)</p> <p>Yoost: Ch. 19 Vital Signs (review from week #1 lab)</p> <p>Ch. 25 Safety</p>	<p>Quiz: Post Lecture Due: 7/31/26 by 1159 PM</p>
July 29, 2026	EXAM III – See Exam Blueprint		

July 29, 2026	Human Development (Independent Study) Exemplars: <ul style="list-style-type: none"> • Hospitalized (adult-older adult) • Hospitalized (pediatrics) 	Nutrition, Elimination, Diversity, Sensory Perception, Thermo-regulation Yoost: Ch. 17 & Ch 18 Human Development	Quiz: Post Lecture Due: 7/31/26 by 1159 PM
August 3, 2026	COMPREHENSIVE FINAL - See Exam Blueprint		

TEACHING STRATEGIES

Concept-Based Teaching
Concept Mapping
Case Studies and Clinical Judgment Application
Group Active Learning and Reflective Activities
Simulation and Skills-Based Learning
Faculty-Guided Discussion
Peer Teaching
Multimedia and Technology

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); Group active learning and reflective activities;	5%
2. Medical Terminology & Abbreviation Knowledge Checks	5%
3. Post-Lecture Quizzes	10%
4. ATI Fundamentals Standardized Exam	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.
- 60-69 D
- 0-59 F

FINAL GRADE ROUNDING POLICY

Final course grades are rounded only at the conclusion of the course after all grades have been calculated. Grades ending in 0.5 or higher will be rounded to the next whole number (e.g., 74.5 rounds to 75; 89.5 rounds to 90). Grades are not rounded on individual exams, assignments, quizzes, or interim grade calculations. Faculty do not add extra points, curve grades, or individually adjust grades outside of the published grading policy.

STANDARDIZED TESTING POLICY

Students are required to complete all assigned standardized assessments associated with this course. Standardized testing is intended to support NCLEX-RN preparation, evaluate readiness for professional practice, and identify areas requiring remediation based on student scores in comparison with national program scores.

Standardized exams will not account for more than 10% of the course grade in accordance with best practices for standardized testing and Texas Board of Nursing regulations. Standardized exam scores will be calculated in the course grade if all requirements are submitted by the due date. Remediation for standardized exams is required.

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 by the specified date as listed in the College Calendar on the [Student Success](#) web page. If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

TECHNICAL REQUIREMENTS

For the latest technical requirements, including hardware, compatible browsers, operating systems, etc., review the Minimum Computer and Equipment Requirements on the [LIT Online Experience](#) page. 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.

ARTIFICIAL INTELLIGENCE 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.

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.

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 varied backgrounds, experiences, and learning styles of our students. 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.

DRESS CODE

Student appearance is expected to be professional in nature during all class, lab, and clinical experiences.

- Dress for classroom experiences should be comfortable and appropriate for the experience.
- Students should be considerate of others and avoid potentially offensive graphics, expressions, clothing that is tight or revealing, maintain good hygiene, and avoid using strong scents (cologne/perfume and strong-smelling soap/lotion).
- Students not adhering to these standards may be dismissed resulting in an unexcused absence, zero on any daily assignment, and initiation of the disciplinary process.

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.

COURSE EXAMS

Three-unit exams and a comprehensive final exam will be administered during this course. Exams will be taken in person 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

Non-adherence to the test security policy will constitute academic dishonesty and initiate the disciplinary process which will result in a zero on the exam and may also result in dismissal from the nursing program.

STRATEGIES OF SUCCESS

- Students earning <75% on any exam, skill demonstration, or mid-term evaluation and students repeating a course must schedule a meeting with course faculty to initiate the Strategies of Success initiative.
- Posted scores of <75% initiate the process.
- Strategies of Success is a retention and student success initiative in which students are encouraged to be accountable for their learning by scheduling a meeting with course faculty, identifying issues leading to the grade, and collaborating with faculty on strategies to improve the grade and achieve learning outcomes of the course.

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.

MEDICAL TERMINOLOGY & ABBREVIATION KNOWLEDGE CHECKS

Medical terminology and abbreviation knowledge checks are brief assessments designed to evaluate understanding and accurate use of commonly used healthcare terms and abbreviations. These checks may include written, verbal, or interactive formats and focus on recognition, definition, and appropriate application in clinical or academic contexts. The purpose of these activities is to reinforce foundational language skills, promote clear and safe communication, and support ongoing development of professional vocabulary.

GROUP LEARNING AND REFLECTIVE ACTIVITIES

Group learning and reflective activities are designed to support knowledge development and overall growth. These activities may include written or verbal reflection, discussion, and participation in individual or group-based learning experiences. They may also include completing interactive or multimedia assignments as part of the learning process. These approaches are intended to encourage engagement, reflection, and the application of course concepts in a supportive learning environment.

POST-LECTURE QUIZZES

Post-lecture quizzes are brief assessments administered following course content delivery to evaluate understanding of key concepts. These quizzes may include a variety of question formats and are designed to reinforce learning, promote retention, and identify areas that may require further review.

RNSG 1330: Health Care Concepts I CALCULATE YOUR GRADE

GRADE	X	PERCENT	=	GRADE POINTS
Exam 1	X	0.10 (10%)	=	_____
Exam 2	X	0.15 (15%)	=	_____
Exam 3	X	0.20 (20%)	=	_____
Final	X	0.25 (25%)	=	_____
			TOTAL	_____

DIVIDE BY 0.7
(70%)

**FINAL
WEIGHTED
EXAM
GRADE**

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