

HEALTH CARE CONCEPTS IV (RNSG 2539)

CREDIT

5 SCH Semester Credit Hours (5 hours lecture, 0 hours lab, 1:2 ratio)

80 Contact Hours

MODE OF INSTRUCTION

Face to Face (web assisted)

PREREQUISITE/CO-REQUISITE:

Prerequisite: RNSG 1438

Co-Requisite requirements: RNSG 2138

Companion: RNSG 2363

COURSE DESCRIPTION

In-depth coverage of advanced health care concepts with nursing application through selected exemplars. Concepts include cognition, immunity, clotting, fluid and electrolyte balance, gas exchange, metabolism, nutrition, perfusion, tissue integrity, and interpersonal relationships. Continuing development of clinical judgment with integration of all health care concepts. This course lends itself to a concept-based approach.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to		Companion Course Outcome (RNSG 2363)	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;	4	1,5	PCC A1a,b,2,3,4,B1 MOP B1a-e, B4
2.	*Critique nursing management of care for selected foundational concepts;	2	1,2,3,4,5,6,7,8	PCC C6,D3a,b,H1, H5 MHCT D1a,b, D2, D3, F1
3.	*Relate the learned concepts to other concepts or exemplars;	1	1,2,3,4,5,6,7,8	PCC A1a,b, A2a,b,c, A3, A4, B1,7,9



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4.	*Analyze the interrelatedness among foundational concepts to assist in developing clinical judgment.	1	2,3,6,7,8	PCC A1a,b, A2a,b,c, A3, A4, B4,6,7,9 C1a,2a,3,4a,b,6, 8, D1a,b,3a,b, H4a,b
5.	Investigate the role of the professional nurse within the nurse's legal scope of practice and in accordance with policies in the practice setting.	5	1	PCC D1b, E8,9,11a-c MOP A1a,b,c, 2,3,4, B1a-e,2a,b,4,6a,b,7b .c,8, C2,3,5b,c, D1 PSA A4, d1A,B,C MHCT C4b,5,6,7, D2
6.	Construct evidence-based clinical reasoning and judgments for optimal patient outcomes.	6	2	PCC D5b,E13
7.	Defend evidence-based practice outcomes as a basis for decision-making for diverse patients and groups across the lifespan	7	3	PCC B2, B3, F1,2,3 MHCT A5b, D3
8.	Develop compassionate, theory-based, individualized, culturally sensitive and patient-centered care including therapeutic communication for diverse patients across the lifespan.	8	4	PCC A1a,b, A2a,b,c, A3, B2,4,5,8 C1a, D1a-e, E1a,2 MHCT b1B, 2A
9.	Critique patient goals, assignments, delegation tasks, and mandatory reporting based on knowledge of the Texas Nursing Practice Act and best safety practices which reduce risk.	9	5	MOP A1a,2 B2a PCC D1e,4a,b,c, H3a-c PSA A4,6,B1a-c,2,3a-c,4,5, C2, E1a,b,c,2, F1a,b,c, F2 MHCT B4, C8, E1, E2a,b,c,d

10.	Develop teamwork and collaboration strategies in the role of healthcare advocate for diverse patients and groups across the lifespan.	10	6	PCC C4b, 5,7, E3a,b, G3b, MHCT B1a,b, B2a,b, B3a, b, B4, C4a, E2a,
11.	Support interprofessional care and teamwork strategies including professional communication during global health emergencies, pandemics, and other situations to promote health, patient safety, equity, and inclusion.	11	7	PCC G2a,b,B10,12, E7 MOP B3 PSA C1a,b MHCT A1a,b,2,3a,b,B1 b, D1a,b,G1, G2a,b, G3, G4
12.	Formulate 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.	12	8	PCC B4,5,6,9,11,C1a ,b,3,7, E1a,b, E4a,b, E5, E12, G2a MHCT C1,2,G3

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

INSTRUCTOR CONTACT INFORMATION

Instructor: Amy DuBose, MSN, RN (Co-Course Leader)

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Instructor: Nicole Schroeder, MSN, RN (Co-Course Leader)

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Instructor: Dr. Stacey Ojemeni, DNP, MSN, MJ, RN

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Office Phone: (409) 247-4926

Office Location: WAHTC 334

Office Hours: Thursdays 9:30 a.m. – 12:30 p.m.; 1:30 p.m. – 3:30 p.m.

REQUIRED TEXTBOOK AND MATERIALS

Ashwill, E. M., Murray, S, James, S., Nelson, K. J. (2023). *Maternal-Child Nursing* (6th ed.). Elsevier Health Sciences (US).

Halter, M. (2023) *Varcarolis' Foundations of Psychiatric-Mental Health Nursing* (9th ed.). Elsevier Health Sciences (US).

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).

Joseph, D.H.M. L. (2022). *Leadership and Nursing Care Management* (7th 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).

Urden, L. D., Stacy, K. M., & Lough, M. E. (2024). *Priorities in Critical Care Nursing* (9th ed.). Elsevier Health Sciences (US).

Sherpath for Ashwill, E. M., Murray, S, James, S., Nelson, K. J. (2023). *Maternal-Child Nursing* (6th ed.). Elsevier Health Sciences (US).

Sherpath for Halter, M. (2023) *Varcarolis' Foundations of Psychiatric-Mental Health Nursing* (9th ed.). Elsevier Health Sciences (US).

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 Joseph, D.H.M. L. (2022). *Leadership and Nursing Care Management* (7th 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 Urden, L. D., Stacy, K. M., & Lough, M. E. (2024). *Priorities in Critical Care Nursing* (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: Nurse Practice Act. Retrieved from https://www.bon.texas.gov/pdfs/law_rules_pdfs/nursing_practice_act_pdfs/NPA2021.pdf.

Urden, L. D., Stacy, K. M., & Lough, M. E. (2024). *Priorities in Critical Care Nursing* (9th ed.). Elsevier Health Sciences (US).

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 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.

OUTLINE

- I. **Nursing Management of Care: Acid Base (Include with other concepts where this occurs)**
 - A. Exemplars
 1. Compensation
 2. Partial Compensation
 - 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: Clotting**
 - A. Exemplars
 - 1. Disseminated Intravascular Coagulation
 - 2. Thrombocytopenia
 - 3. Idiopathic Thrombocytopenia Purpura (ITP) - (bone marrow)
 - 4. HELLP Syndrome (liver & pregnancy complications)
 - 5. Heparin Induced Thrombocytopenia (HIT)
 - 6. Blood Products
 - 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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 - 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 (not stand alone)**
 - A. Exemplars
 - 1. ICU – Procedural Pain (Intubated/ Comatose) associated with other concepts
 - 2. Anaphylaxis
 - 3. Systemic Lupus Erythematosus (SLE)
 - 4. Rheumatoid Arthritis (RA)
 - 5. Multiple Sclerosis (MS)
 - 6. Inflammatory Bowel Disease (UC and Crohn's)
 - B. Interrelatedness among foundational concepts
 - C. Role of the Professional Nurse
 - 1. Legal & ethical
 - 2. Policies in the practice setting
 - D. Evidence-based
 - 1. Clinical reasoning & judgments
 - 2. Outcomes as a basis for decision making
 - E. Nursing Care
 - 1. Compassionate
 - 2. Theory-based
 - 3. Individualized
 - 4. Culturally sensitive
 - 5. Patient-centered care
 - 6. Therapeutic communication
 - F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
 - 1. Patient goals
 - a. Health promotion
 - b. Disease prevention
 - c. Rehabilitation
 - d. Health maintenance
 - e. Restoration of health.
 - 2. Assignments
 - 3. Delegation tasks
 - 4. Mandatory reporting
 - G. Teamwork & Collaboration
 - 1. Interprofessional Care

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

IV. Nursing Management of Care: Fluid & Electrolytes

- A. Exemplars
 1. Extracellular Fluid Volume Excess – Heart Failure
 2. Hypokalemia – Heart Failure
 3. Hyperkalemia – Acute Renal Failure
- 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
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 3. Professional Communication
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V. Nursing Management of Care: Gas Exchange

- A. Exemplars
 1. Anemia
 2. Respiratory Distress Syndrome
 3. Pulmonary Emboli
 4. Cystic Fibrosis
- B. Interrelatedness among foundational concepts

- C. Role of the Professional Nurse
 - 1. Legal & ethical
 - 2. Policies in the practice setting
- D. Evidence-based
 - 1. Clinical reasoning & judgments
 - 2. Outcomes as a basis for decision making
- E. Nursing Care
 - 1. Compassionate
 - 2. Theory-based
 - 3. Individualized
 - 4. Culturally sensitive
 - 5. Patient-centered care
 - 6. Therapeutic communication
- F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
 - 1. Patient goals
 - a. Health promotion
 - b. Disease prevention
 - c. Rehabilitation
 - d. Health maintenance
 - e. Restoration of health.
 - 2. Assignments
 - 3. Delegation tasks
 - 4. Mandatory reporting
- G. Teamwork & Collaboration
 - 1. Interprofessional Care
 - 2. Role as healthcare advocate
 - 3. Professional Communication
 - 4. Promotion of diversity, equity, & inclusion
- VI. Nursing Management of Care: Immunity**
 - A. Exemplars
 - 1. Sepsis (Modified Early Warning Scores MEWS)
 - 2. Human Immunodeficiency Virus (HIV)
 - 3. Organ Transplantation
 - 4. Systemic Inflammatory Response Syndrome (SIRS)
 - 5. Multiple Organ Dysfunction Syndrome (MODS with Shock and/or DIC (including Withdrawal of Care)
 - 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.
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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
- VII. Nursing Management of Care: Metabolism**
- A. Exemplars
 1. Liver Failure
 2. Pancreatitis
 3. Starvation – Failure to Thrive
 4. Addison's
 5. Cushing's
 - 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
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- VIII. Nursing Management of Care: Nutrition (to be integrated into the applicable concepts/exemplars)**
 - A. Exemplars
 - 1. Critically Ill
 - 2. Renal Diet(s)
 - 3. Pancreatic Diet
 - 4. Liver Diet(s)
 - 5. Parenteral Nutrition
 - B. Interrelatedness among foundational concepts
 - C. Role of the Professional Nurse
 - 1. Legal & ethical
 - 2. Policies in the practice setting
 - D. Evidence-based
 - 1. Clinical reasoning & judgments
 - 2. Outcomes as a basis for decision making
 - E. Nursing Care
 - 1. Compassionate
 - 2. Theory-based
 - 3. Individualized
 - 4. Culturally sensitive
 - 5. Patient-centered care
 - 6. Therapeutic communication
 - F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
 - 1. Patient goals
 - a. Health promotion
 - b. Disease prevention
 - c. Rehabilitation
 - d. Health maintenance
 - e. Restoration of health.
 - 2. Assignments
 - 3. Delegation tasks

- 4. Mandatory reporting
- G. Teamwork & Collaboration
 - 1. Interprofessional Care
 - 2. Role as healthcare advocate
 - 3. Professional Communication
 - 4. Promotion of diversity, equity, & inclusion
- IX. Nursing Management of Care: Perfusion**
 - A. Exemplars
 - 1. Tetralogy of Fallot (Congenital)
 - 2. Patent Ductus Arteriosus (PDA)
 - 3. Septal Defects (VSD)
 - 4. Coarctation of Aorta
 - 5. Dysrhythmias (afib, flutter, PVC, PAC, Vfib, Vtach, 3rd degree heart block)
 - 6. Myocardial Infarction (MI)/ sudden death
 - 7. Shock
 - 8. Aneurysms
 - B. Interrelatedness among foundational concepts
 - C. Role of the Professional Nurse
 - 1. Legal & ethical
 - 2. Policies in the practice setting
 - D. Evidence-based
 - 1. Clinical reasoning & judgments
 - 2. Outcomes as a basis for decision making
 - E. Nursing Care
 - 1. Compassionate
 - 2. Theory-based
 - 3. Individualized
 - 4. Culturally sensitive
 - 5. Patient-centered care
 - 6. Therapeutic communication
 - F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
 - 1. Patient goals
 - a. Health promotion
 - b. Disease prevention
 - c. Rehabilitation
 - d. Health maintenance
 - e. Restoration of health.
 - 2. Assignments
 - 3. Delegation tasks
 - 4. Mandatory reporting
 - G. Teamwork & Collaboration
 - 1. Interprofessional Care
 - 2. Role as healthcare advocate
 - 3. Professional Communication

- 4. Promotion of diversity, equity, & inclusion
- X. Nursing Management of Care: Tissue Integrity**
 - A. Exemplars
 - 1. Burns
 - B. Interrelatedness among foundational concepts
 - C. Role of the Professional Nurse
 - 1. Legal & ethical
 - 2. Policies in the practice setting
 - D. Evidence-based
 - 1. Clinical reasoning & judgments
 - 2. Outcomes as a basis for decision making
 - E. Nursing Care
 - 1. Compassionate
 - 2. Theory-based
 - 3. Individualized
 - 4. Culturally sensitive
 - 5. Patient-centered care
 - 6. Therapeutic communication
 - F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
 - 1. Patient goals
 - a. Health promotion
 - b. Disease prevention
 - c. Rehabilitation
 - d. Health maintenance
 - e. Restoration of health.
 - 2. Assignments
 - 3. Delegation tasks
 - 4. Mandatory reporting
 - G. Teamwork & Collaboration
 - 1. Interprofessional Care
 - 2. Role as healthcare advocate
 - 3. Professional Communication
 - 4. Promotion of diversity, equity, & inclusion
- XI. Nursing Management of Care: Cognition**
 - A. Exemplars
 - 1. Traumatic Brain Injury
 - 2. Encephalopathy
 - 3. Postpartum Psychosis
 - 4. Schizophrenia
 - 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
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- XII. Nursing Management of Care: Interpersonal Relationships**
 - A. Exemplars
 1. Violence
 - a. Intimate Partner Violence
 - b. Workplace Violence
 - c. Elder Abuse
 - d. Child Neglect
 - e. Child Abuse (Abusive Head Trauma/ Shaken Baby Syndrome)
 - f. Bullying
 - g. Rape/Trauma
 2. Personality Disorders
 3. Crisis Intervention
 4. Human Trafficking
 - 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
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COURSE CALENDAR

DATE	TOPIC	READINGS	ASSIGNMENTS
Week 1 (1/21)	I. Acid Base II. A. Exemplars 1. Compensation and Partial Compensation	Harding et al. (2023) Ch. 17 Fluid, Electrolyte, and Acid-Base Imbalances Ch. 27 Assessment: Respiratory System Ch. 32 Acute Respiratory Failure and Acute Respiratory Distress Syndrome Ch. 53 Diabetes Urden et al. (2024)	Sherpath for Harding et al. (2023) Ch. 17 (Lessons) Fluid Volume and Electrolyte Imbalances Acid-Base Imbalances and Fluid and Electrolyte Replacement Ch. 32 (Lessons) Acute Respiratory Failure Nursing and Interprofessional Management: ARDS

		Ch. 13 Pulmonary Clinical Assessment and Diagnostic Procedures Ch. 14 Pulmonary Disorders Ch. 18. Kidney Clinical Assessment and Diagnostic Procedures Ch. 19 Kidney Disorders and Therapeutic Management Ch. 24 Trauma Lilley et al. (2023) Ch. 29 Fluids and Electrolytes Ch. 32 Diabetes Drugs	Acute Respiratory Distress Syndrome Post Lecture Quiz due 1/23/26
Week 2 (1/28)	III. Clotting A. Exemplars 1. Disseminated Intravascular Coagulation 2. Thrombocytopenia 3. Idiopathic Thrombocytopenia Purpura (ITP) - (bone marrow) 4. HELLP Syndrome (liver & pregnancy complications) 5. Heparin Induced Thrombocytopenia (HIT) 6. Blood Products	Harding et al. (2023) Ch. 33 Assessment: Hematologic System Ch. 34 Hematologic Problems Ch. 42 Shock, Sepsis, and Multiple Organ Dysfunction Syndrome Urden et al. (2024) Ch. 26 Shock, Sepsis, and MODS Ch. 27 Hematologic and Oncologic Emergencies Ashwill et al. (2023)	Sherpath for Harding et al. (2023) Ch. 33 (Lessons) Assessment of Hematologic System Hematologic Problems Related to Coagulation Ch. 42 (Lessons) Shock Interprofessional and Nursing Care Sherpath for Lilley et al. (2023) Ch. 26 Parenteral Anticoagulant Therapy

		Ch. 25 Pregnancy-Related Complications Lilley et al. (2023) Ch. 26 Coagulation Modifier Drugs	Post Lecture Quiz due 1/30/26
Week 3 (2/4)	IV. Comfort A. Exemplars 1. ICU – Procedural Pain (Intubated/ Comatose) associated with other concepts 2. Anaphylaxis 3. Systemic Lupus Erythematosus (SLE) 4. Rheumatoid Arthritis (RA) 5. Multiple Sclerosis (MS) 6. Inflammatory Bowel Disease (UC and Crohn’s)	Harding et al. (2023) Ch. 28 Supporting Ventilation Ch. 12 Inflammation and Healing Ch. 14 Immune Responses and Transplantation Ch. 63 Chronic Neurologic Problems Ch. 47 Lower Gastrointestinal Problems Urden et al. (2024) Ch. 1 Caring for Critically Ill Patients Ch. 7 Pain and Pain Management Lilley et al. (2023) Ch. 10 Analgesic Drugs Ch. 11 General and Local Anesthetics Ch. 44 Antiinflammatory and Antigout Drugs	Sherpath for Harding et al. (2023) Ch. 28 (Lessons) Artificial Airways and Procedures to Support Ventilation Ch. 14 (Lessons) Normal and Altered Immune Responses Allergic Disorders, Immunotherapy, Autoimmunity, and Immunodeficiency Disorders Sherpath for Lilley et al. (2023) Ch. 10 (lessons) Analgesic Therapy Anesthetic Therapy Ch. 44 (Lessons) NSAIDs and Antigout Drugs Corticosteroid Therapy Ch. 47 (Lesson) Immunosuppressant/ Immunomodulator Therapy

		Ch. 47 Biologic Response—Modifying and Antirheumatic Drugs	Post Lecture Quiz due 2/6/26
Week 4 (2/11)	Exam I Content Clarification Pharmacology		
Week 5 (2/18)	IV. Fluid & Electrolytes A. Exemplars 1. Extracellular Fluid Volume Excess – Heart Failure 2. Hypokalemia – Heart Failure 3. Hyperkalemia – Acute Renal Failure	Harding et al. (2023) Ch. 38 Heart Failure Ch. 51 Acute Kidney Injury and Chronic Kidney Disease Lilley et al. (2023) Ch. 28 Diuretic Drugs Ch. 29 Fluids and Electrolytes Urden et al. (2024) Ch. 5 Nutritional Alterations and Management Ch. 11 Cardiovascular Disorders Ch. 14 Pulmonary Disorders Ch. 18 Kidney Clinical Assessment and Diagnostic Procedures Ch. 19 Kidney Disorders and Therapeutic Management	See Exam Blueprint Sherpath for Harding et al. (2023) Ch. 38 (Lesson) Heart Failure Sherpath for Lilley et al. (2023) Ch. 28 (Lesson) Diuretic Therapy Ch. 29 (Lesson) Fluids and Electrolytes Post Lecture Quiz due 2/20/26

Week 6 (2/25) AM	XI. Perfusion A. Exemplars 1. Tetralogy of Fallot (Congenital) 2. Patent Ductus Arteriosus (PDA) 3. Septal Defects (VSD) 4. Coarctation of Aorta 5. Dysrhythmias (afib, flutter, PVC, PAC, Vfib, Vtach, 3rd degree heart block) 6. Myocardial Infarction (MI)/ sudden death 7. Shock 8. Aneurysms	Harding et al. (2023) Ch. 35 Assessment: Cardiovascular System Ch. 37 Coronary Artery Disease and Acute Coronary Syndrome Ch. 39 Dysrhythmias Ch. 41 Vascular Disorders Ch. 42 Shock, Sepsis, and Multiple Organ Dysfunction Syndrome Ashwill et al. (2023) Ch 46 The Child with a Cardiovascular Alteration Urden et al. (2024) Ch. 10 Cardiovascular Clinical Assessment and Diagnostics Ch. 11 Cardiovascular Disorders Ch. 16 Neurological Clinical Assessment and Diagnostic Procedures Ch. 17 Neurologic Disorders and Therapeutic Management Ch. 24 Trauma Ch. 26 Shock, Sepsis, and MODS	Sherpath for Harding et al. (2023) Ch. 35 (Lesson) Assessment of Cardiovascular System Ch. 37 (Lesson) Care for Acute Coronary Syndrome and Sudden Cardiac Death Ch. 39 (Lesson) Rhythm Identification and Treatment Dysrhythmia Care and Syncope Sherpath for Lilley et al. (2023) Ch. 25 (Lessons) Class I Antidysrhythmic Therapy (Sodium Channel Blockers) Class II Antidysrhythmic Therapy (Beta Blockers) Class III Antidysrhythmic Drugs (Potassium Channel Blockers) Class IV Antidysrhythmic Therapy (Calcium Channel Blockers) Unclassified Antidysrhythmic Therapy
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		Lilley et al. (2023) Ch. 25 Antidysrhythmic Drugs Ch. 26 Coagulation Modifier Drugs	Sherpath for Ashwill et al. (2023) Ch. 46 (Lessons) Cardiovascular System Congenital Heart Disease
Week 6 (2/25) PM	V. Gas Exchange A. Exemplars 1. Anemia 2. Respiratory Distress Syndrome 3. Pulmonary Emboli 4. Cystic Fibrosis	Harding et al. (2023) Ch 34 Hematologic Problems Ch. 32 Acute Respiratory Failure and Acute Respiratory Distress Syndrome Ch. 30 Lower Respiratory Problems Ch 31 Obstructive Pulmonary Diseases Ch. 13 Genetics Urden et al. (2024) Ch. 6 The Older Adult Ch. 13 Pulmonary Clinical Assessment and Diagnostic Procedures Ch. 14 Pulmonary Disorders Ch. 15 Pulmonary Therapeutic Management Lilley: Ch. 54 Anemia Drugs	Sherpath for Harding et al. (2023) Ch. 34 (Lessons) Hematologic Problems related to Red Blood Cells: Parts 1 & 2 Ch. 32 (Lesson) Acute Respiratory Distress Syndrome Sherpath for Lilley et al. (2023) Ch. 54 Deficiency Anemia Drug Therapy Ch. 26 (Lessons) Parenteral Anticoagulant Therapy Oral Anticoagulant Therapy Thrombolytic Therapy Post Lecture Quiz due 2/27/26

		Ch. 26 Coagulation Modifier Drugs Ch. 37 Respiratory Drugs Ch. 8 Gene Therapy and Pharmacogenomics	
Week 7 (3/3 - 3/5) (3/7) 0900- 1700	ATI LIVE NCLEX Review COMPREHENSIVE PREDICTOR EXAM	DO NOT SCHEDULE WORK OR PRECEPTORSHIP ON THE NIGHT BEFORE EXAM!	
Week 8 (3/11)	Spring Break		
Week 9 (3/18)	VII. Metabolism A. Exemplars 1. Liver Failure 2. Pancreatitis 3. Starvation – Failure to Thrive 4. Addison's 5. Cushing's	Harding et al. (2023) Ch. 44 Nutrition Problems Ch. 48 Liver, Biliary Tract, and Pancreas Problems Ch. 54 Endocrine Problems Urden et al. (2024) Ch. 5 Nutritional Alterations and Management Ch. 22 Endocrine Clinical Assessment and Diagnostic Procedures Lilley: Ch. 29 Fluids and Electrolytes Ch. 33 Adrenal Drugs	Sherpath for Harding et al. (2023) Ch. 44 (Lessons) Normal Nutrition, Malnutrition, and Eating Disorders Nursing and Interprofessional Management Ch. 48 (Lessons) Liver Disorders: Part 1 Liver Disorders: Part 2 Pancreas Disorders Parathyroid Gland, Adrenal Cortex, and Adrenal Medulla Problems

		Ch. 55 Nutritional Supplements	Sherpath for Lilley et al. (2023) Ch. 33 Adrenal Cortex Drug Therapy Post Lecture Quiz due 3/20/26
Week 10 (3/25)	Exam II Content Clarification Pharmacology		
Week 11 (4/1)	VI. Immunity A. Exemplars 1. Sepsis (Modified Early Warning Scores MEWS) 2. Human Immunodeficiency Virus (HIV) 3. Organ Transplantation 4. Systemic Inflammatory Response Syndrome (SIRS) 5. Multiple Organ Dysfunction Syndrome (MODS with Shock and/or DIC (including Withdrawal of Care)	Harding et al. (2023) Ch. 42 Shock, Sepsis, and Multiple Organ Dysfunction Syndrome Ch. 15 Infection Ch. 14 Immune Response and Transplantation Urden et al. (2024) Ch. 11 Cardiovascular Disorder Ch. 26 Shock, Sepsis, and MODS Lilley et al. (2023) Ch. 18 Adrenergic Drugs Ch. 29 Fluid and Electrolytes Ch. 38 Antibiotics Part 1 Ch. 39 Antibiotics Part 2 Ch. 40 Antiviral Drugs	Sherpath for Harding et al. (2023) Ch. 42 (Lessons) Shock Interprofessional and Nursing Care Systemic Inflammatory Response Syndrome and Multiple Organ Dysfunction Syndrome Ch. 14 (Lesson) Allergic Disorders, Immunotherapy, Autoimmunity, And Immunodeficiency Disorders Sherpath for Lilley et al. (2023) Ch. 38 (Lessons) Antibacterial Therapy Ch. 40 (Lesson) Antiviral and Antiretroviral Therapy

		Ch. 48 Immunosuppressant Drugs	Post Lecture Quiz due 4/3/26
Week 12 (4/8)	X. Tissue Integrity A. Exemplars 1. Burns	Harding et al. (2023) Ch. 12 Inflammation and Healing Ch. 17 Fluid, Electrolyte, and Acid-Base Imbalances Ch. 21 Emergency and Disaster Nursing Ch. 24 Assessment: Integumentary System Ch. 25 Integumentary Problems Ch. 26 Burns Urden et al. (2024) Ch. 25 Burns Lilley et al. (2023) Ch. 38 Antibiotics Part 1 Ch. 39 Antibiotics Part 2	See Exam Blueprint Sherpath for Harding et al. (2023) Ch. 26 (Lessons) Burn Injuries Burn Injury Management: Prehospital and Emergent Phase Acute Phase, Rehabilitation Phase, and Psychologic Concerns Post Lecture Quiz due 4/10/26
Week 12 (4/10) 0900- 1700	COMPREHENSIVE PREDICTOR EXAM (Retake #1)	DO NOT SCHEDULE WORK OR PRECEPTORSHIP ON THE NIGHT BEFORE EXAM!	
Week 13 (4/15)	VIII. Nutrition A. Exemplars 1. Critically Ill 2. Renal Diet(s) 3. Pancreatic Diet 4. Liver Diet(s)	Harding et al. (2023) Ch 43 Assessment: Gastrointestinal System Ch. 44 Nutrition Problems	Sherpath for Harding et al. (2023) Ch. 44 (Lesson) Normal Nutrition, Malnutrition, and Eating Disorders

	5. Parenteral Nutrition	Ch. 48 Liver, Biliary Tract, and Pancreas Problems Urden et al. (2024) Ch. 5 Nutritional Alteration and Management Lilley et al. (2023) Ch. 55 Nutritional Supplements	Sherpath for Lilley et al. (2023) Ch. 55 (Lesson) Nutritional Supplement Therapy Post Lecture Quiz due 4/17/26
Week 14 (4/22)	XII. Interpersonal Relationships A. Exemplars 1. Violence a. Intimate Partner Violence b. Workplace Violence c. Elder Abuse d. Child Neglect e. Child Abuse (Abusive Head Trauma/ Shaken Baby Syndrome) f. Bullying g. Rape/Trauma 2. Personality Disorders 3. Crisis Intervention 4. Human Trafficking	Halter et al. (2023) Ch. 27 Anger, Aggression, and Violence Ch. 28 Child, Older Adult, and Intimate Partner Violence Ch. 29 Sexual Assault Ch. 33 Forensic Nursing Ch. 24 Personality Disorders Ch. 26 Crisis and Disaster Urden et al. (2024) Ch. 24 Trauma	Sherpath for Halter et al. (2023) Ch. 27 (Lesson) Aggression and Violence Ch. 28 (Lesson) Emotional, Physical, Sexual, and Financial Abuse Ch. 24 (Lesson) Overview of Personality Disorders Management of the Patient with a Personality Disorder Ch. 26 (Lesson) Crisis Intervention Post Lecture Quiz due 4/24/26
Week 15 (4/29)	XI. Cognition A. Exemplars 1. Traumatic Brain Injury 2. Encephalopathy 3. Postpartum Psychosis	Harding et al. (2023) Ch 21 Emergency and Disaster Nursing Ch. 60 Assessment: Nervous System	Sherpath for Harding et al. (2023) Ch. 21 (Lesson) Care of Emergency Patient Ch. 60 (Lesson)

	4. Schizophrenia	Ch. 61 Acute Intracranial Problems Ch. 48 Liver, Biliary Tract, and Pancreas Problems Ashwill et al. (2023) Ch. 28 The Woman with a Postpartum Complication Urden et al. (2024) Ch. 4 Psychosocial and Spiritual considerations Ch. 17 Neurological Disorders and Therapeutic Management Halter et al. (2023) Ch. 12 Schizophrenia Spectrum Disorders Lilley et al. (2023) Ch. 16 Psychotherapeutic Drugs	Assessment of Nervous System Ch. 61 (Lesson) Intracranial Regulation Sherpath for Lilley et al. (2023) Ch. 16 (Lessons) Antidepressant and Mood Stabilizer Drug Therapy Antipsychotic Drug Therapy Sherpath for Ashwill et al. (2023) Ch. 28 (Lesson) Postpartum Mood Disorders Post Lecture Quiz due 5/1/26
Week 15 (5/1) 0900-1700	COMPREHENSIVE PREDICTOR EXAM (Retake #2)	DO NOT SCHEDULE WORK OR PRECEPTORSHIP ON THE NIGHT BEFORE EXAM!	
Week 16 (5/6)	Exam III Content Clarification Pharmacology Review		
Final Exam (5/13)	Comprehensive Final Exam		See Exam Blueprint

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Evaluation Method	Course Grade %
1. Post-Lecture Quizzes	5%
2. *Exam I	20%
3. *Exam II	20%
4. *Exam III	20%
5. *Final Exam	25%
6. Standardized Exams (ATI Comprehensive Predictor Exam) & Remediation	10%
TOTAL	100%

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

GRADE SCALE

90-100	A	
80-89	B	
75-79	C	*75% is required to progress in the nursing program.
60-74	D	
0-59	F	

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.

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.

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 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.

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.

POST LECTURE ASSESSMENTS

Post lecture quizzes will be utilized for the concept(s) presented in lecture. The quiz will be assigned weekly after lecture and is an individual assessment. Students are required to complete each quiz by the due date to receive credit. Make up quizzes will not be allowed.

COURSE EXAMS

Three (3) unit exams and a comprehensive final exam will be administered during this course. Exams will be taken in person and during class time. Upon entry to testing room, students must show the official LIT Student ID. The ID must remain visible on the student's desk at all times during exam administration. The following items are not allowed in the testing room:

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

LATE ASSIGNMENTS

Late assignments are generally not accepted in this course. Group NP and CJ application exercises are due at the end of the class period. Students who are absent and document excused extenuating circumstances (i.e. severe illness or natural disaster) must notify the faculty member of the circumstance prior to class and work collaboratively with faculty prior to the due date on the assignment to develop a plan for submitting the assignment. This collaboration should occur prior to the weekend or school holiday. Assignments will not be accepted late without prior arrangements. Students must be present to earn Audience Response Question grades, and all exams are taken in person. Students who are sick on exam day must notify faculty by email prior to the exam start time. Valid documentation must be provided to the faculty member in order for arrangements to be made for retaking the exam or an alternate solution as determined by the Nursing Program Director.

PERMISSION TO RECORD LECTURES

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

CIVILITY

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

CALCULATE YOUR GRADE (75% Weighted Exam Grade)

GRADE	X	PERCENT	=	GRADE POINTS
Exam 1	X	0.20 (20%)	=	
Exam 2	X	0.20 (20%)	=	
Exam 3	X	0.20 (20%)	=	
Final	X	0.25 (25%)	=	
TOTAL				
FINAL WEIGHTED EXAM GRADE				DIVIDE BY 0.85 (85%)