HEALTH CARE CONCEPTS III (RNSG 1438)

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

MODE OF INSTRUCTION
Face to Face (web assisted)

PREREQUISITE/CO-REQUISITE:
Prerequisite: RNSG 1433
Co-Requisite: RNSG 1137
Companion: RNSG 2362

COURSE DESCRIPTION
In-depth coverage of health care concepts with nursing application through selected exemplars. Concepts include cellular regulation, end of life, immunity, interpersonal relationships, grief, human development, intracranial regulation, mood/affect, comfort, sexuality, mobility, and reproduction. Provides continuing opportunities for development of clinical judgment skills. 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 2362)**	**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.	*Prioritize 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.	*Apply 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
4.	*Examine the interrelatedness among foundational concepts to	1	2,3,6,7,8	**PCC** A1a,b, A2a,b,c, A3,

Approved: Initials/date

	assist in developing clinical judgment.			A4, B4,6,7,9 C1a,2a,3,4a,b, 6,8, D1a,b,3a,b
5.	Distinguish 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 **MOP** A1a,b,c, 2,3,4, B1a-e,2b, **PSA** A4
6.	Distinguish evidence-based clinical reasoning and judgments for optimal patient outcomes.	6	2	**PCC** D5b,E13
7.	Compare and contrast evidence-based practice outcomes as a basis for decision-making for diverse patients and groups across the lifespan.	7	3	**PCC** B2, B3
8.	Appraise 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, C1a, D1a, E1a
9.	Distinguish 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, B2a **PCC** D1e **PSA** B5, E1a,b,c, E2, F1a,b,c, F2 **MHCT** E1, E2a,b,c,d
10.	Defend teamwork and collaboration strategies in the role of healthcare advocate for diverse patients and groups across the lifespan.	10	6	**PCC** C4b, 5,7 **MHCT** B1a,b, B2a,b, B3a, b, B4, E2a,
11.	Compare and contrast interprofessional care and teamwork strategies including professional communication during global health emergencies, pandemics, and other	11	7	**PCC** G2a,b, **MOP** B3 **PSA** C1a,b **MHCT** G1, G2a,b, G3, G4

	situations to promote health, patient safety, equity, and inclusion.			
12.	Organize 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,C1 a,b,3,E1a,b, E4a,b, E5, E12

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

INSTRUCTOR CONTACT INFORMATION

Instructor: Nicole Schroeder, RN, MSN (Co-Course Leader)
Email: nschroeder@lit.edu
Office Phone: (409) 247-4882
Office Location: WAHTC 338
Office Hours: Wednesday 11:00 – 12:00
Thursday 8:30 – 10:30 & 12:30 – 1:30

Instructor: Amy Dubose, MSN, RN (Co-Course Leader)
Email: adubose1@lit.edu
Office Phone: 409-247-5229
Office Location: WAHTC 341
Office Hours: Tuesday 9:00 – 12:00 & 1:00 – 5:00
Wednesday 11:30 – 2:30

Instructor: Misty Jones, MSN, RN (Course Leader)
Email: msjones1@lit.edu
Office Phone: (409) 241-7282
Office Location: WAHTC 340
Office Hours: Tuesday 11:00am – 12:00pm

REQUIRED TEXTBOOK AND MATERIALS

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

Halter, M. (2022). *Varcarolis' Foundations of Psychiatric-Mental Health Nursing* (9th ed.). Elsevier Health Sciences (US). (Sherpath)

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)

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

McKinney, E. S., Murray, S, Mau, K., James, S. R., Nelson, K. J. (2022). *Maternal-Child Nursing* (6th ed.). Elsevier Health Sciences (US). (Sherpath)

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

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.

Yoost, B.L. & Crawford, L.R. (2023). *Fundamentals of Nursing: Active Learning for Collaborative Practice* (3rd ed.). Elsevier Health Sciences (US). (Sherpath)

OUTLINE

I. Nursing Management of Care: Cellular Regulation
   A. Exemplars
      1. Solid tumors
      2. Lymphoproliferative disorder
      3. Cancer survivorship
      4. Comfort: cancer pain
      5. Comfort: symptom management
   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: Comfort

A. Exemplars
    1. Cancer pain
    2. Labor pain
    3. Neonatal pain (Circumcision, procedural pain, e.g., chest tube or ET tube insertion)
    4. Rheumatoid arthritis
    5. Trauma: Fractures/ Musculoskeletal injuries (Acute pain); Amputation (Acute and Phantom Limb/ Neuropathic pain)
B. Interrelatedness among foundational concepts
C. Role of the Professional Nurse
    1. Legal & ethical
    2. Policies in the practice setting
D. Evidence-based
    1. Clinical reasoning & judgments
    2. Outcomes as a basis for decision making
E. Nursing Care
    1. Compassionate
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    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
        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: Immunity
A. Exemplars
    1. Tuberculosis (TB)
    2. Anaphylaxis
    3. Systemic Lupus Erythematosus (SLE)
    4. Rheumatoid Arthritis (RA)
    5. Multiple Sclerosis (MS)
    6. Inflammatory Bowel Disease (UC and Crohns)
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
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    1. Interprofessional Care
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    3. Professional Communication
    4. Promotion of diversity, equity, & inclusion

IV. Nursing Management of Care: Intracranial Regulation
A. Exemplars

1. Seizure disorder
2. Stroke
3. Traumatic Brain Injury/ Organ Donation/ Brain Death
4. Post-Concussion Syndrome
5. Brain Tumor
6. Meningitis
7. Hydrocephalus
8. Parkinson's Disease

B. Interrelatedness among foundational concepts

C. Role of the Professional Nurse
1. Legal & ethical
2. Policies in the practice setting

D. Evidence-based
1. Clinical reasoning & judgments
2. Outcomes as a basis for decision making

E. Nursing Care
1. Compassionate
2. Theory-based
3. Individualized
4. Culturally sensitive
5. Patient-centered care
6. Therapeutic communication

F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
1. Patient goals
   a. Health promotion
   b. Disease prevention
   c. Rehabilitation
   d. Health maintenance
   e. Restoration of health.
2. Assignments
3. Delegation tasks
4. Mandatory reporting

G. Teamwork & Collaboration
1. Interprofessional Care
2. Role as healthcare advocate
3. Professional Communication
4. Promotion of diversity, equity, & inclusion

V. Nursing Management of Care: Mobility

A. Exemplars
1. Cerebral Palsy
2. Spinal Cord Injury
3. Musculoskeletal Trauma (Fractures/ Musculoskeletal Injuries, Amputation, Compartment Syndrome)

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: Reproduction
A. Exemplars
    1. Contraception/ Family Planning
    2. Infertility
    3. Pregnancy (Includes Birth Process)
    4. Placental Complications
    5. Preterm Labor
    6. Newborn (Includes Neonate)
    7. Rh Incompatibility
    8. Genetics (Down's, Huntington's, Breast Cancer, Sickle Cell)
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
4. Promotion of diversity, equity, & inclusion

VII. Nursing Management of Care: Sexuality

A. Exemplars
1. Dyspareunia
2. Erectile Dysfunction
3. Sexually Transmitted Infections
4. Altered Libido
5. Gender Dysphoria/ Body Image

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
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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

VIII. Nursing Management of Care: End of Life
A. Exemplars
    1. Senescence (Aging)
    2. Persistent Vegetative State (PVS)
    3. Amotrophic Lateral Sclerosis (ALS) (Chronic Disease Ending in Death)
    4. Pancreatic Cancer/ Hospice (Palliative Care)
    5. Pediatric
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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IX. Nursing Management of Care: Grief

A. Exemplars
1. Prenatal Diagnosis of Congenital Defect
2. Stillborn
3. Amputation
4. Sudden Infant Death Syndrome (SIDS)
5. Myocardial Infarction
6. Terminal Illness

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
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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X. Nursing Management of Care: Human Development

A. Exemplars
   1. Downs Syndrome
   2. Attention-Deficit Hyperactivity Disorder (ADHD & ADD)
   3. Autism Spectrum Disorders (Social anxiety disorder)
   4. Developmental Delay
   5. Menopause
   6. Aging
   7. Social Anxiety Disorder
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: Interpersonal relationships

A. Exemplars
   1. Aging of Family Members
   2. Disability of Family member
   3. Expanding Family (Birth, Adoption, Blended Family)
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: Mood Affect
A. Exemplars
    1. Bipolar Disorder
    2. Major Depressive Disorder
    3. Suicide
    4. Post-Partum Depression
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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4. Promotion of diversity, equity, & inclusion

COURSE CALENDAR

DATE	TOPIC	READINGS (Due before class)	ASSIGNMENTS (See Due Date)
Module 1 **6-3-26 AM**	**I. Sexuality** A. Exemplars 1. Dyspareunia 2. Erectile Dysfunction 3. Sexually Transmitted Infections 4. Altered Libido 5. Gender Dysphoria/ Body Image	**Harding et al. (2023)** Ch. 6 Caring for Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Gender Diverse Patients (pgs. 81-90) Ch. 57 Sexually Transmitted Infections (pgs. 1395-1410) Ch. 59 Male Reproductive Problems (pgs. 1454-1457)	**Sherpath for Lilley et al. (2023)** Ch. 35 (Lesson): • Urogenital Drug Therapy Ch. 40 (Lesson): • Antiviral and Antiretroviral Therapy ***Post-lecture quiz due @1159 pm on Thursday following class day.**

			***Medication Portfolio Activity**
Module 1 **6-3-26 PM**	**II. Interpersonal Relationships** A. Exemplars 1. Aging of Family Members 2. Disability of Family member 3. Expanding Family (Birth, Adoption, Blended Family)	**Harding et al. (2023)** Ch. 5 Chronic Illness and Older Adults (pgs. 63-79) **Halter et al. (2023)** Ch. 10 Stress Responses and Stress Management (pgs. 154-164) Ch. 31 Older Adults (pgs. 562 – 576) **McKinney et al. (2022)** Ch. 3 The Childbearing and Child-Rearing Family (pgs. 33 – 44) Ch. 36 The Child with a Chronic Condition or Terminal Illness (pgs. 803-821)	***Post-lecture quiz due @1159 pm on Thursday following class day.**
Module 2 **6-10-26 AM & PM**	**III. Reproduction** A. Exemplars 1. Contraception/ Family Planning 2. Infertility 3. Pregnancy (Includes Birth Process) 4. Placental Complications 5. Preterm Labor	**McKinney et al. (2022)** Ch. 11 Reproductive Anatomy and Physiology Ch. 12 Conception and Prenatal Development (pgs. 201-218) Ch. 13 Adaptations to Pregnancy (pgs. 220-257) Ch. 15 Prenatal Diagnostic Tests (pgs. 279-291) Ch. 16 Giving Birth (pgs. 292-332)	**Sherpath for Lilley et al. (2023) - DUE PRIOR TO CLASS** Ch. 34 (Lessons): • Contraceptive Therapy • Fertility Drug Therapy • Drugs Used During Labor and Delivery ***Group Application: CJM – due at the end of class** ***Post-lecture quiz due @1159 pm on**

		Ch. 25 Pregnancy-related Complications (535-539, 551-552) Ch. 31 Management of Fertility and Infertility (pgs. 662, 675-690) Ch. 32 Women's Healthcare (pgs. 692-696, 698-700)	**Thursday following class day.** ***Medication Portfolio Activity**
6-17-26 AM	**Exam 1**		**See Exam Blueprint**
Module 3 **6-17-26 PM**	**IV. Human Development** A. Exemplars **Pediatric Variations:** 1. Pyloric Stenosis 2. Hirschsprung's Disease 3. Celiac Disease 4. Kawasaki Disease 5. Communicable Diseases	**Harding et al. (2023)** Ch. 5 Chronic Illness and Older Adults (pgs. 63-79) **McKinney et al. (2022)** Ch. 53 Psychosocial Problems in Children and Families (pgs. 1324, 1330-1332) Ch. 54 The Child with a Developmental Disability (pgs. 1351-1356, 1359-1362) Ch. 32 Women's Healthcare (pgs. 708-710) Ch. 36 The Child with a Chronic Condition or Terminal Illness (pg. 806) **Halter et al. (2023)** Ch. 11 Childhood and Neurodevelopmental Disorders (168a – 184)	***Post-lecture quiz due @1159 pm on Thursday following class day.** ***Medication Portfolio Activity**

		Ch. 15 Anxiety and Obsessive-Compulsive Disorders (pgs. 268-270, 272)	
Module 4 **6-24-26 AM & PM**	**V. Reproduction** A. Exemplars 1. Newborn (Includes 2. Neonate) 3. Rh Incompatibility 4. Genetics (Down's, 5. Huntington's, Breast Cancer, Sickle Cell)	**McKinney et al. (2022)** Ch. 11 Reproductive Anatomy and Physiology Ch. 21 The Normal Newborn: Adaptation and Assessment (pgs. 430-466) Ch. 22 The Normal Newborn: Nursing Care (pgs. 469-484) Ch. 32 Women's Healthcare (pgs. 692-696, 698-700) Ch. 47 The Child with a Hematologic Alteration (pgs. 1129-1134) Ch. 54 The Child with an Intellectual Disability or Developmental Disability (pgs. 1351-1356)	***Medication Portfolio Activity**
Module 5 **7-1-26 AM**	**VI. Mood Affect** A. Exemplars 1. Bipolar Disorder 2. Major Depressive Disorder 3. Suicide 4. Post-Partum 5. Depression	**Halter et al.** Ch. 13 Bipolar and Related Disorders (pgs. 219-235) Ch. 14 Depressive Disorders (pgs. 242-264) Ch. 25 Suicide and Nonsuicidal Self Injury (pgs. 471a – 482)	**Sherpath for Lilley et al. (2023)** Ch. 16 (Lessons): • Antidepressant and Mood Stabilizer Drug Therapy • Sedative-Hypnotic Drug Therapy

		McKinney et al. (2022) Ch. 28 The Woman with a Postpartum Complication (pgs. 619-621)	***Post-lecture quiz due @1159 pm on Thursday following class day.** ***Medication Portfolio Activity**
Module 5 **7-1-26 PM**	**VII. Mobility** A. Exemplars 1. Cerebral Palsy 2. Spinal Cord Injury 3. Musculoskeletal Trauma (Fractures/ Musculoskeletal Injuries, Amputation, Compartment Syndrome) 4.Spina Bifida 5.Scoliosis 6.Osteogenesis Imperfecta	**Harding et al. (2023)** Ch. 65 Spinal Cord and Peripheral Nerve Problems (pgs. 1594-1612) Ch. 66 Assessment: Musculoskeletal System (pg. 1633) Ch. 67 Musculoskeletal Trauma and Orthopedic Surgery (pgs. 1645-1667)	**Sherpath for Lilley et al. (2023)** Ch 12 (Lesson): • CNS Depressant and Skeletal Muscle Relaxant Therapy ***Post-lecture quiz due @1159 pm on Thursday following class day.** ***Medication Portfolio Activity**
7-8-26 AM	**Exam 2**		**See Exam Blueprint**
Module 6 **7-8-26 PM**	**VIII. Human Development** A. Exemplars 1. Downs Syndrome 2. Attention-Deficit Hyperactivity Disorder (ADHD & ADD) 3. Autism Spectrum Disorders (Social anxiety disorder) 4. Developmental Delay 5. Menopause 6. Aging 7. Social Anxiety Disorder	**Harding et al. (2023)** Ch. 5 Chronic Illness and Older Adults (pgs. 63-79) **McKinney et al. (2022)** Ch. 53 Psychosocial Problems in Children and Families (pgs. 1324, 1330-1332) Ch. 54 The Child with a Developmental Disability (pgs. 1351-1356, 1359-1362)	**Sherpath for Lilley et al. (2023)** Ch. 16 (Lesson): • Antianxiety Drug Therapy ***Post-lecture quiz due @1159 pm on Thursday following class day.** ***Medication Portfolio Activity**

		Ch. 32 Women's Healthcare (pgs. 708-710) Ch. 36 The Child with a Chronic Condition or Terminal Illness (pg. 806) **Halter et al. (2023)** Ch. 11 Childhood and Neurodevelopmental Disorders (168a – 184) Ch. 15 Anxiety and Obsessive-Compulsive Disorders (pgs. 268-270, 272)	
7-14-26 TBD	**IX. Standardized Testing**		Maternal and Pediatric Specialty Exams
Module 7 **7-15-26 AM & PM**	**X. Immunity** A. Exemplars 1. Tuberculosis (TB) 2. Anaphylaxis 3. Systemic Lupus Erythematosus (SLE) 4. Rheumatoid Arthritis (RA) 5. Multiple Sclerosis (MS) 6. Inflammatory Bowel Disease (UC and Crohns)	**Harding et al. (2023)** Ch. 30 Lower Respiratory Problems (604-609) Ch. 14 Immune Responses and Transplantation (pgs. 224-227) Ch. 63 Chronic Neurologic Problems (pgs. 1555-1560) Ch. 69 Arthritis & Connective Tissue Diseases (pgs. 1702-1709; 1716-1720) Ch. 47 Lower Gastrointestinal Problems (pg. 1104-1110)	**Sherpath for Lilley et al. (2023)** Ch. 41 (Lesson): • Antitubercular Therapy Ch. 44 (Lesson): • Anti-inflammatory and Antigout Drugs Ch. 51(Lesson): • Laxatives and Antidiarrheal Drug Therapy **Group Application: Concept Mapping – due at the end of class (10-15-25)**

			***Post-lecture quiz due @1159 pm on Thursday following class day.** ***Medication Portfolio Activity**
7-21-26 AM	**XI. Standardized Testing**		Mental Health and Pharmacology Specialty Exams
Module 8 **7-22-26 AM**	**1. Comfort** A. Exemplars 1. Cancer pain 2. Labor pain 3. Neonatal pain 4. (Circumcision, 5. procedural pain, 6. e.g., chest tube or 7. ET tube insertion) 8. Rheumatoid 9. arthritis **10.** Trauma: Fractures/ Musculoskeletal injuries (Acute pain); Amputation (Acute and Phantom Limb/ Neuropathic pain)	**Harding et al. (2023)** Ch. 9 Pain (pg. 295) Ch. 10 Palliative and End-of-Life Care (pgs. 146-158) Ch. 67 Musculoskeletal Trauma and Orthopedic Surgery (pgs. 1639-1653; 1656-1667) Ch. 69 Arthritis and Connective Tissue Diseases (pgs. 1696; 1702-1709) **McKinney et al. (2022)** Ch. 16 Giving Birth (pg. 292) Ch. 18 Pain Management for Childbirth (pgs. 358-378) Ch. 22 The Normal Newborn: Nursing Care (pgs. 476-479)	**Sherpath for Lilley et al. (2023)** Ch. 11 (Lesson): • Anesthetic Therapy Ch. 44 (Lesson): • Corticosteroid Therapy Ch. 47 (Lessons): • Immuno-suppressant/ Immuno-modulator Therapy ***Post-lecture quiz due @1159 pm on Thursday following class day.** ***Medication Portfolio Activity**
Module 8	**XII. Intracranial Regulation** A. Exemplars	**Harding et al. (2023)** Ch. 60 Assessment: Nervous System	**Sherpath for Lilley et al. (2023)**

7-22-26 PM	1. Seizure disorder 2. Stroke 3. Traumatic Brain Injury/ 4. Organ Donation/ Brain Death 5.Post-Concussion Syndrome 5. Brain Tumor 6. Meningitis 7. Hydrocephalus 8. Parkinson's Disease 9. Choking, Poisoning, and Drowning	Ch. 61 Acute Intracranial Problems (pgs. 1483-1514) Ch. 62 Stroke (pgs. 1515-1553) Ch. 10 Palliative and End-of-Life Care (pgs. 146-158) **Lilley et al. (2023)** Ch 14 Antiepileptic Drugs Ch. 15 Antiparkinson Drugs Ch. 26 Coagulation Modifier Drugs Ch 28 Diuretic Drugs	Ch. 14 (Lesson) Anticonvulsant Therapy Ch. 26 (Lesson) Thrombolytic Therapy Ch. 28 (Lesson) Diuretic Therapy Ch 15 (Lesson) Drugs Used in the Management of Specific Neurodegenerative Disorders ***Post-lecture quiz due @1159 pm on Thursday following class day.** ***Medication Portfolio Activity**
7-29-26 AM	**Exam 3**		See exam Blueprint
Module 9 **7-29-26 PM**	**XII. Cellular Regulation** A. Exemplars 1. Solid tumors 2. Lymphoproliferative disorder 3. Cancer survivorship 4. Comfort: cancer pain 5. Comfort: symptom Management 6. Leukemia in children	**Harding et al. (2023)** Ch. 9 Pain (pgs. 119-145) Ch. 10 Palliative and End-of-Life Care (pgs. 146-158) Ch. 16 Cancer (pg.297-299) Ch. 51 Acute Kidney Injury & Chronic Kidney Disease (pg. 1259)	**Sherpath for Lilley et al. (2023) – DUE** Ch. 10 (Lesson): • Analgesic Therapy Ch. 21 (Lesson): • Cholinergic Therapy Ch 45 (lesson): • Targeted Therapy Ch. 46 (Lesson): • Chemo-

			therapeutic Therapy PART 1 • Chemo-therapeutic Therapy PART 2 Ch. 52 Antiemetic Therapy (Lesson): • Antiemetic Therapy ***Post-lecture quiz due @1159 pm on Thursday following class day.** ***Medication Portfolio Activity**
Module 9 **7-29-26 PM**	**XIII. Grief** A. Exemplars 1. Prenatal Diagnosis of Congenital Defect 2. Stillborn 3. Amputation 4. Sudden Infant Death Syndrome (SIDS) 5. Myocardial Infarction 6. Terminal Illness	**McKinney et al. (2022)** Ch. 10 Hereditary and Environmental Influences on Development (pg. 185) Ch. 13 adaptations to Pregnancy (pg. 230) Ch. 15 Prenatal Diagnostic Tests (pg. 290) Ch. 42 The Child with a Respiratory Alteration (pgs. 1061-1062) **Harding et al. (2023)** Ch. 10 Palliative and End-of-Life Care (pgs. 146-161) Ch. 37: Coronary Artery Disease & Acute Coronary Syndrome (pgs. 840-856)	**Sherpath for Lilley et al. (2023)** Ch 16 (Lesson): • Psychotherapeutic Drugs **Group Application: Nursing Process – due at the end of class**

		Ch. 67 Musculoskeletal Trauma and Orthopedic Surgery (pgs. 1664-1667) **Halter et al. (2023)** Ch. 30 Dying, Death, and Grieving (pgs. 552-553, 555-558)	
Module 9 **7-29-26 PM**	**XIV. End of Life** A. Exemplars 1. Senescence (Aging) 2. Persistent Vegetative State (PVS) 3. Amyotrophic Lateral Sclerosis (ALS) (Chronic Disease Ending in Death) 4. Pancreatic Cancer/ Hospice (Palliative Care) 5. Pediatric	**Harding et al. (2023)** Ch. 5 Chronic Illness and Older Adults (pgs. 63-79) Ch. 48 Liver, Biliary tract, and Pancreas Problems (pgs. 1165-1166) Ch. 63 Chronic Neurologic Problems (pg. 1568) **McKinney et al. (2022)** Ch. 36 The Child with a Chronic Condition or Terminal Illness (pgs. 803-821)	***Post-lecture quiz due @1159 pm on Thursday following class day.**
8-5-26 AM	**Comprehensive Final Exam**		See Exam Blueprint

TEACHING STRATEGIES
Concept-Based Teaching
Concept Mapping
Case Studies and Clinical Judgment Application
Group Active Learning Activities
Simulation and Skills-Based Learning
Faculty-Guided Discussion
Computer Assisted Instruction Modules

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Evaluation Method	Course Grade %
1. Group Application Exercises: Concept Mapping, Clinical Judgment, Nursing Process	2.5%
2. Post Lecture Quizzes	2.5%
3. Medication Portfolio	5%
4. *Exam I	15%
5. *Exam II	20%
6. *Exam III	20%
7. *Final Exam	25%
8. Standardized Exams (Pharmacology, Pediatrics, Maternal-newborn) & 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).* ***See below to calculate your grade, using the 75% rule:

GRADE	X	PERCENT	=	GRADE POINTS
EXAM 1	**X**	0.15 (15%)	=	
EXAM 2	**X**	0.20 (20%)	=	
EXAM 3	**X**	0.20 (20%)	=	
FINAL	**X**	0.25 (25%)	=	
			TOTAL POINTS =	
			DIVIDE BY 0.80 (80%)	
			FINAL WEIGHTED EXAM GRADE	

GRADE SCALE

90-100	A	
80-89	B	
75-79	C	*Required to progress in nursing program.
60-74	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. (See Dress Code Policy in the Student Handbook)

- 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 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

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.

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.

CONCEPT MAPPING, CLINICAL JUDGMENT, AND NURSING PROCESS GROUP APPLICATION EXERCISES

Group Application Exercises (Concept Mapping, Clinical Judgment, Nursing Process) of nursing management for one concept will be assigned to groups of students in class. Students are required to actively engage and participate in completing the exercise. The exercise must be

submitted by a group representative in Blackboard® by the due date. Peer evaluation of each group member's participation will contribute to each student's grade on the assignment.

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.

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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. 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.

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