



LAMAR INSTITUTE OF TECHNOLOGY

HEALTH CARE CONCEPTS II (RNSG 1433)

CREDIT

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

MODE OF INSTRUCTION

Face to Face (web assisted)

PREREQUISITE/CO-REQUISITE:

Prerequisite: RNSG 1330

Co-Requisite requirements: RNSG 1126

Companion: RNSG 2361

COURSE DESCRIPTION

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

COURSE OBJECTIVES/ COURSE MEASURABLE STUDENT LEARNING OUTCOMES

Upon completion of this course, the student will be able to		Companion Course Outcome (RNSG 2361)	End of Program Student Learning Outcome (EOP SLO)	Differentiated Essential Competencies (DEC)
1.	*Utilize a systematic process to analyze selected foundational concepts for patients across the lifespan;	1	1,5	PCC A1a,b, B1, B4
2.	*Describe nursing management of care for selected foundational concepts;	6	1,2,3,4,5,6,7,8	PCC H1, H5 MHCT D1a,b, D2, D3, F1

3.	*Relate the learned concepts to other concepts or exemplars;	5	1,2,3,4,5,6,7,8	PCC A1a,b, A2a,b,c, A3, A4, B7, B9
4.	*Describe the interrelatedness among foundational concepts to assist in developing clinical judgment.	4	2,3,6,7,8	PCC 1
5.	Interpret the role of the professional nurse within the nurse's legal scope of practice and in accordance with policies in the practice setting.	3	1	MOP A1a,b,c, A2, A3, A4 PSA A4
6.	Use evidence-based clinical reasoning and judgments for optimal patient outcomes.	4	2	PCC E13
7.	Interpret evidence-based practice outcomes as a basis for decision-making for diverse patients and groups across the lifespan	5	3	PCC B2, B3
8.	Organize compassionate, theory-based, individualized, culturally sensitive, and patient-centered care, including therapeutic communication for diverse patients across the lifespan.	6	4	PCC A1a,b, A2a,b,c, A3, B4, B5, C1a,
9.	Interpret patient goals, assignments, delegation tasks, and mandatory reporting based on knowledge of the Texas Nursing Practice Act and best safety practices which reduce risk.	7	5	MOP A1a, B2a PCC D1e PSA B5, E1a,b,c, E2, F1a,b,c, F2 MHCT E1, E2a,b,c,d
10.	Interpret teamwork and collaboration strategies in the role of healthcare advocate for diverse patients and groups across the lifespan.	8	6	MHCT B1a,b, B2a,b, B3a, b, B4, E2a,
11.	Interpret interprofessional care and teamwork strategies including professional communication during global health emergencies, pandemics, and other situations to promote health, patient safety, equity, and inclusion.	9	7	PSA C1a,b MHCT G1, G2a,b, G3, G4

12.	Sketch goals and strategies for diverse patients/families across the lifespan and in various settings, for health promotion, disease prevention, rehabilitation, health maintenance, and the restoration of health.	10	8	PCC E1a,b, E4a,b, E5, E12
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Note: * Indicates WECM End-of-Course Outcome.

INSTRUCTOR CONTACT INFORMATION

Instructor: Kelly Hansen MSN, RN
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 Office Location: WAHTC 333
 Office Hours: Tuesdays 11:00-12:00 p.m.; 1:45-4:15 p.m;
 Wednesdays 11:00-12:00 p.m.; 1:45-4:15 p.m
 Thursdays 9:00 am to 12:00 p.m.; and by appointment

Instructor: Brooke Manuel
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 Office Phone: 409-247-4862
 Office Location: WAHTC 334
 Office Hours: Tuesdays 11:00-12:00 p.m.; 1:45-4:15 p.m;
 Wednesdays 11:00-12:00 p.m.; 1:45-4:15 p.m
 Fridays 9:00- 12:00 p.m.

REQUIRED TEXTBOOK AND MATERIALS

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

Halter, M. J. (Ed.). (2022). *Varcarolis' foundations of psychiatric-mental health nursing: A clinical approach* (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).

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).

Approved: NPA/1-15-26

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

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

Sherpath for Halter, M. J. (Ed.). (2022). *Varcarolis' foundations of psychiatric-mental health nursing: A clinical approach* (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 Lilley, L., Collins, S. R. & Snyder, J. (2023) *Pharmacology and the Nursing Process* (10th ed.). Elsevier Health Sciences (US).

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

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

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

ATTENDANCE POLICY

Students are expected to attend all classroom, laboratory, and clinical experiences. Therefore, absences should not be scheduled. If a student experiences an unplanned absence (illness or emergency), the student must contact the course faculty member by email or the administrative associate for the nursing program prior to the scheduled class, laboratory, or clinical time and provide documentation of the absence. Failure to notify faculty and/or provide adequate documentation of the absence may result in an unexcused absence and initiation of the disciplinary process.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process 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: Nutrition**
 - A. Exemplars

1. Heart Healthy Diet
2. Diabetic Diet
3. Malnutrition (Introduce Parenteral Nutrition)
4. Peptic Ulcer Disease (PUD)
5. Gastroesophageal Reflux Disease (GERD)
6. Malabsorption Syndromes Infant & Elderly (Gastrostomy and Enteral Feedings)
7. Starvation – Failure to Thrive
- B. Interrelatedness among foundational concepts
- C. Role of the Professional Nurse
 1. Legal & ethical
 2. Policies in the practice setting
- D. Evidence-based
 1. Clinical reasoning & judgments
 2. Outcomes as a basis for decision making
- 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. Mutual respect for team members
 5. Equitable patient access to care
 6. Inclusion of the patient and family in the team
- II. Nursing Management of Care: Coping**
 - A. Exemplars
 1. Anxiety
 - a. Generalized Anxiety Disorder
 - b. Panic Disorder (Attack)

- c. Obsessive Compulsive Disorder (OCD)
 - d. Eating Disorders
 - a. Anorexia Nervosa
 - b. Bulimia
 - e. Phobia
- 2. Stress
 - a. Separation Anxiety (Developmental)
 - b. Post-Traumatic Stress Disorder
 - c. Physical Response/Disease
 - d. Lifespan Response
- 3. Substance Abuse/Addictive Behaviors
 - a. Alcoholism
 - b. Opioid Epidemic
 - c. Maternal/Fetal Cocaine Addiction
 - d. Neonatal Abstinence Syndrome (Withdrawal)
- B. Interrelatedness among foundational concepts
- C. Role of the Professional Nurse
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5. Equitable patient access to care
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III. Nursing Management of Care: Metabolism

A. Exemplars

1. Diabetes Type 1
2. Diabetes Type 2
3. Gestational Diabetes
4. Graves' Disease- Hyperthyroidism
5. Hypothyroidism

B. Interrelatedness among foundational concepts

C. Role of the Professional Nurse

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

D. Evidence-based

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

E. Nursing Care

1. Compassionate
2. Theory-based
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F. Texas Nursing Practice Act and Best Safety Practices to reduce risk

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IV. Nursing Management of Care: Cognition

A. Exemplars

1. Alzheimer's Disease/Dementia
2. Delirium

- B. Interrelatedness among foundational concepts
- C. Role of the Professional Nurse
 - 1. Legal & ethical
 - 2. Policies in the practice setting
- D. Evidence-based
 - 1. Clinical reasoning & judgments
 - 2. Outcomes as a basis for decision making
- E. Nursing Care
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- V. Nursing Management of Care: Elimination**
 - A. Exemplars
 - 1. Diverticulitis
 - 2. Paralytic Ileus – Bowel Obstruction
 - 3. Neurogenic Bladder – Spastic
 - B. Interrelatedness among foundational concepts
 - C. Role of the Professional Nurse
 - 1. Legal & ethical
 - 2. Policies in the practice setting
 - D. Evidence-based
 - 1. Clinical reasoning & judgments
 - 2. Outcomes as a basis for decision making
 - E. Nursing Care

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- VI. Nursing Management of Care: Fluid & Electrolytes**
- A. Exemplars
1. Dehydration- Gastroenteritis Elderly and Pediatrics
 2. Extracellular Fluid Volume Excess
 3. Hypocalcemia
 4. Hypercalcemia
 5. Hypokalemia
 6. Hyperkalemia-Chronic Renal Failure
 7. Hyponatremia- Syndrome of Inappropriate Antidiuretic Hormone (SIADH)
 8. Hypernatremia – Diabetes Insipidus (DI)
 9. Hypophosphatemia
 10. Hyperphosphatemia
 11. Hypomagnesemia
 12. Hypermagnesemia
- B. Interrelatedness among foundational concepts
- C. Role of the Professional Nurse
1. Legal & ethical
 2. Policies in the practice setting
- D. Evidence-based
1. Clinical reasoning & judgments

- 2. Outcomes as a basis for decision making
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- VII. Nursing Management of Care: Acid Base Balance**
 - A. Exemplars
 - 1. Diabetic Ketoacidosis (DKA)
 - 2. Hyperventilation (Birthing Mother, Panic Attack)
 - 3. Gastrointestinal Losses (pediatric)
 - 4. Drug Overdose with Hyperventilation
 - B. Interrelatedness among foundational concepts
 - C. Role of the Professional Nurse
 - 1. Legal & ethical
 - 2. Policies in the practice setting
 - D. Evidence-based
 - 1. Clinical reasoning & judgments
 - 2. Outcomes as a basis for decision making
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VIII. Nursing Management of Care: Comfort

- A. Exemplars
 - 1. Sickle Cell Anemia (Chronic Pain, Acute Exacerbation)
 - 2. Post-Operative Pain: Abdominal Surgery (Acute Pain)
 - 3. Renal Calculi (Acute Pain)
 - 4. Peripheral Vascular Disease (PCD) (Neuropathic Pain)
- B. Interrelatedness among foundational concepts
- C. Role of the Professional Nurse
 - 1. Legal & ethical
 - 2. Policies in the practice setting
- D. Evidence-based
 - 1. Clinical reasoning & judgments
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- IX. Nursing Management of Care: Gas Exchange**
- A. Exemplars
 - 1. Asthma
 - 2. Chronic Obstructive Pulmonary Disease (COPD)\
 - 3. Pneumonia- Aspiration
 - 4. RSV/Bronchiolitis (Pedi)
 - 5. Tracheal Esophageal Fistula (Pedi/Newborn)
 - B. Interrelatedness among foundational concepts
 - C. Role of the Professional Nurse
 - 1. Legal & ethical
 - 2. Policies in the practice setting
 - D. Evidence-based
 - 1. Clinical reasoning & judgments
 - 2. Outcomes as a basis for decision making
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 - 1. Interprofessional Care

2. Role as healthcare advocate
3. Professional Communication
4. Mutual respect for team members
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X. Nursing Management of Care: Perfusion

A. Exemplars

1. Basic ECG Rhythms (NSR, ST, SB only)
2. Congestive Heart Failure
3. Hypertension
4. Gestational Hypertension
5. Mitral Valve Prolapse
6. Coronary Artery Disease (CAD)
7. Peripheral Vascular Disease (PVD)

B. Interrelatedness among foundational concepts

C. Role of the Professional Nurse

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

D. Evidence-based

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

E. Nursing Care

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

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6. Inclusion of the patient and family in the team

XI. Nursing Management of Care: Clotting

- A. Exemplars
 1. Hemophilia
 2. Deep Vein Thrombosis (DVT)
- B. Interrelatedness among foundational concepts
- C. Role of the Professional Nurse
 1. Legal & ethical
 2. Policies in the practice setting
- D. Evidence-based
 1. Clinical reasoning & judgments
 2. Outcomes as a basis for decision making
- E. Nursing Care
 1. Compassionate
 2. Theory-based
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- F. Texas Nursing Practice Act and Best Safety Practices to reduce risk
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XII. Nursing Management of Care: Immunity

- A. Exemplars
 1. Vaccines
 2. Otitis Media
 3. Urinary Tract Infection (Urosepsis only)
 4. Cellulitis
 5. Pneumonia
 6. Appendicitis

- 7. Trauma-Sprain
- 8. Osteomyelitis
- B. Interrelatedness among foundational concepts
- C. Role of the Professional Nurse
 - 1. Legal & ethical
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COURSE CALENDAR

DATE	TOPIC	READINGS	ASSIGNMENTS: LAB ACTIVITIES, IN-CLASS ACTIVITIES, CONCEPT MAPPING, CASE STUDIES, ETC.
Module 1:	<u>Nutrition</u>	Yoost	

August 25 th & August 26th	Exemplars: Heart Healthy Diet Diabetic Diet Malnutrition (Introduce Parenteral Nutrition) Peptic Ulcer Disease (PUD) Gastroesophageal Reflux Disease (GERD) Malabsorption Syndromes Infant & Elderly (Gastrostomy and Enteral Feedings) Starvation – Failure to Thrive	Chapter 30: Nutrition (pages 678-681) Giddens Concept 14: Nutrition Lilley Chapter 50: Acid controlling drugs Chapter 53: Vitamin & Mineral Therapy Harding Chapter 43: Assessment: Gastrointestinal System (Review) Chapter 46: Upper Gastrointestinal Problems (pgs. on peptic ulcer disease, GERD) Chapter 44: Nutrition Problems (pgs on starvation) Recommended Sherpath lessons to accompany assigned chapters	Post lecture quiz: Due 8/28 at 1159 In class activity Exam I Final Exam
Module 2: September 1-2nd	<u>Metabolism</u> Exemplars: Diabetes Type 1 Diabetes Type 2 Gestational Diabetes Graves' Disease-Hyperthyroidism Hypothyroidism	Giddens Concept 13: Glucose Regulation Harding Chapter 53: Diabetes Chapter 54: Endocrine Problems (pgs. 1330-1338) Lilley	Post lecture quiz: Due 9/4 at 1159 Exam I Final Exam

		Chapter 32: Antidiabetic Therapy Chapter 31: Thyroid & Parathyroid Drug Therapy Recommended Sherpath lessons to accompany assigned chapters	
Module 3: September 8-9th	<u>Immunity</u> Exemplars: Vaccines Otitis Media Urinary Tract Infection (Urosepsis only) Cellulitis Pneumonia Trauma-Sprain Osteomyelitis	Yoost Chapter 16: Health & Wellness (Review) Chapter 26: Asepsis and Infection Control Harding Chapter 15: Infection (exclude HIV) Chapter 23: Auditory Problems (section on otitis media) Chapter 50: Renal & Urological Problems (section on UTI) Chapter 25: Integumentary Problems (section on skin infections, table 25.5) Chapter 67: Musculoskeletal Trauma & Orthopedic Surgery (section on sprains and strains) Chapter 68: Musculoskeletal Problems (section on osteomyelitis)	Post lecture quiz: Due 9/11 11:59 pm Exam I Final Exam

		Lilley Chapter 49: Immunizing drugs Chapter: 38 & 39 Antibacterial Therapy Recommended Sherpath lessons to accompany assigned chapters	
September 15-16th	Exam I Exam I review	Content clarification; NCLEX tips	Nutrition; Metabolism; Immunity
Module 4: September 22-23rd	<u>Coping</u> Exemplars: Anxiety - Generalized Anxiety Disorder - Panic Disorder (Attack) - Obsessive Compulsive Disorder (OCD) - Eating Disorders - Anorexia Nervosa - Bulimia - Phobia Stress - Separation Anxiety (Developmental) - Post-Traumatic Stress Disorder - Physical Response/Disease - Lifespan Response	Yoost Chapter 18: Human Development Chapter 32: Stress & Coping Chapter 30: Nutrition (pgs. 669-670) Harding Chapter 11: Substance Use Disorders in Acute Care (pgs. 165-174) Chapter 7: Stress Management Chapter 44: Nutrition Problems (pgs. 1025-1028) Lilley Chapter 16: Psychotherapeutic drugs Chapter 17: Substance Use Disorder Varcarolis	Post lecture quiz: Due 9/25 at 1159 Exam II Final Exam

	Substance Abuse/Addictive Behaviors - Alcoholism - Opioid Epidemic - Maternal/Fetal Cocaine Addiction -Neonatal Abstinence Syndrome (Withdrawal)	Chapter 15, 16, 18, 22 Recommended Sherpath lessons to accompany assigned chapters	
Module 5: September 29-30th	<u>Elimination</u> Exemplars: Appendicitis Diverticulitis Paralytic Ileus – Bowel Obstruction Neurogenic Bladder – Spastic	Giddens Concept 15: Elimination Harding Chapter 47: Lower Gastrointestinal Problems (pgs on diverticulitis; appendicitis; paralytic ileus) Lilley Chapter 20: Cholinergic Therapy (pgs. 316-318) Recommended Sherpath lessons to accompany assigned chapters	Post lecture quiz Due 10/2 at 1159 Exam II Final Exam
Module 6: October 6-7th	<u>Fluid & Electrolytes</u> Exemplars: Hypercalcemia Hypokalemia Hyperkalemia- Chronic Renal Failure Hyponatremia-Syndrome of Inappropriate	Yoost Chapter 39: Fluid, Electrolytes, (exclude acid base) Chapter 41: Urinary Elimination (pgs. 1052-1057) Harding	Post lecture quiz Due 10/9 11:59pm Exam II Final Exam

	Antidiuretic Hormone (SIADH) Hypernatremia- Diabetes Insipidus (DI) Hypophosphatemia Hyperphosphatemia Hypomagnesemia Hypermagnesemia	Chapter 17: Fluid, Electrolyte, (exclude Acid-Base Imbalances) Lilley Chapter 28: Diuretic Therapy Chapter 29: Fluid & Electrolytes Recommended Sherpath lessons to accompany assigned chapters	
Module 7: October 13-14th	<u>Acid-Base Balance</u> Exemplars: Diabetic Ketoacidosis (DKA) Hyperventilation (Birthing Mother, Panic Attack) Gastrointestinal Losses (pediatric) Drug Overdose with Hyperventilation	Yoost Chapter 39: Fluid, Electrolytes, & Acid-Base Balance Harding Chapter 53: Diabetes (1308-1310) Chapter 32: Acute Respiratory Failure & Acute Respiratory Distress Syndrome Recommended Sherpath lessons to accompany assigned chapters	Post lecture quiz: Due 10/16 at 1159 Exam II Final Exam
October 20-21st	Exam II Exam II review	Content clarification; NCLEX tips	Elimination; Coping; Fluid & Electrolytes; Acid-base balance
Module 8: October 27-28th	<u>Gas Exchange</u> Exemplars: Asthma	Giddens Concept 18 Harding Chapter 27: Assessment: Respiratory System (Review)	Post lecture quiz: Due 10/30 at 1159 Exam III

	Chronic Obstructive Pulmonary Disease (COPD) Pneumonia- Aspiration RSV/Bronchiolitis (Pedi) Tracheal Esophageal Fistula (Pedi/Newborn)	Chapter 28: Supporting Ventilation (pgs. 532-552) Chapter 30: Lower Respiratory Problems (section on pneumonia) Chapter 31: Obstructive Pulmonary Diseases (Section on asthma 7 COPD) Lilley Chapter 37: Drugs Used in the Management of Asthma and COPD Recommended Sherpath lessons to accompany assigned chapters	Final Exam
Module 9: November 3-4th	<u>Perfusion</u> Exemplars: Basic ECG Rhythms (NSR, ST, SB only) Congestive Heart Failure Hypertension Gestational Hypertension Mitral Valve Prolapse Coronary Artery Disease (CAD) Peripheral Vascular Disease (PVD)	Giddens Concept 16 Harding Chapter 35: Assessment: Cardiovascular System (Review) Chapter 36: Hypertension Chapter 37: Coronary Artery Disease Chapter 38: Heart Failure Chapter 40: Inflammatory & Structural Heart Disorders (section on mitral valve prolapse)	Post lecture quiz: Due 11/6 at 1159 Graded Clinical Judgment Model Due 11/6 at 1159 Exam III Final Exam

		Chapter 41: Vascular Disorders (section on peripheral artery disease) Lilley Chapter 24: Heart failure drugs Chapter 23: Antianginal drugs Chapter 27: Statin Therapy Recommended Sherpath lessons to accompany assigned chapters	
Module 10: November 10-11th	XI. <u>Clotting</u> Exemplars: Hemophilia Deep Vein Thrombosis (DVT)	Yoost Chapter 29: Section on anticoagulation Harding Chapter 33: Assessment: Hematologic System (Review) Chapter 34: Hematologic Problems (section on hemophilia) Chapter 41: (section on Acute/Chronic Venous disorders (VTE)) Lilley Chapter 26: Coagulation Modifier Drugs Recommended Sherpath lessons to accompany assigned chapters	Post lecture quiz Due 11/13 11:59pm In class activity Exam III Final Exam
November 17	Exam III & review		Gas exchange; perfusion; clotting

Module 11: November 18th	<u>Cognition</u> Exemplars: Alzheimer's Disease/Dementia Delirium Reminiscence	Yoost Chapter 18: Human Development (pgs. 270- 272) Chapter 31: Cognitive & Sensory Alterations (pgs. 700-701, 704-710) Harding Chapter 64: Dementia & Delirium Lilley Chapter 20: Cholinergic Therapy (review) Varcropolis Chapter 23 Recommended Sherpath lessons to accompany assigned chapters	Post lecture quiz Due 11/20 at 1159 Final Exam
November 24th	Standardized ATI Med- Surg exam		
Module 12: December 1- 2nd	<u>Comfort</u> Exemplars: Sickle Cell Anemia (Chronic Pain, Acute Exacerbation) Post-Operative Pain: Abdominal Surgery (Acute Pain) Renal Calculi (Acute Pain) Peripheral Vascular Disease (PVD) (Neuropathic Pain)	Yoost Chapter 36: Pain Management (Review) Harding Chapter 9: Pain (pgs. 123- 140) Chapter 20: Postoperative Care (pg. 375) Chapter 41: Vascular Disorders (Review) Lilley	Post lecture quiz Due 12/4 at 1159 Final Exam

		Chapter 10: Analgesic Drugs (pgs. 140-160) Recommended Sherpath lessons to accompany assigned chapters	
December 8th	Comprehensive Final		

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Evaluation Method	Course Grade %
1. Group Application Exercises: Concept Mapping, Clinical Judgment, Nursing Process, in class activities	10%
2. Post lecture quizzes	10%
3. *Exam I	10%
4. *Exam II	15%
5. *Exam III	20%
6. *Final Exam	25%
7. Med-Surg Standardized Exam & Remediation	10%
TOTAL	100%

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

GRADE SCALE

90-100	A	
80-89	B	
75-79	C	*75% is required to successfully complete
60-74	D	
0-59	F	

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.

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.

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.

LATE ASSIGNMENTS

Late assignments are generally not accepted in this course. Group NP and CJ application exercises are due at the end of the class period unless specified otherwise. Students who are absent and document excused extenuating circumstances (I.e. severe illness or natural disaster) must notify the faculty member of the circumstance prior to class and work collaboratively with faculty prior to the due date on the assignment to develop a plan for submitting the assignment. This collaboration should occur prior to the weekend or school holiday. Assignments will not be accepted late without prior arrangements. Students must be present to earn in class activity

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 for arrangements to be made for retaking the exam or an alternate solution as determined by course faculty and the Nursing Program Director.

PERMISSION TO RECORD LECTURES

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

CIVILITY

Learning can be an intimidating experience for some students. It is imperative that students in the AASN program are respectful and civil to student colleagues as well as faculty in order to facilitate a safe and effective learning environment. It is imperative for students to realize that all students do not process information in the same manner or learn information in the same way. The AASN program Faculty respect the 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 are essential to be successful in the course.

SHERPATH LESSONS

Sherpath lessons accompany the textbook and are accessed through the Evolve website using the student login and are linked to the Blackboard® course. Sherpath lessons are recommended and available to the student to reinforce learning and facilitate review of content.

POST LECTURE QUIZZES

Post lecture quizzes will be administered through Blackboard at the conclusion of learning modules. These quizzes are designed to assess comprehension and application of laboratory and course content. Students may utilize their textbook and/or personal notes while completing the quiz. Each quiz is limited to one attempt. Late submissions will not be accepted after the posted due date. Grades earned on post-lab quizzes will be calculated into the overall course average only after the student has achieved a minimum average score of 75% across all examinations.

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

Group Application Exercises (Concept Mapping, Clinical Judgment, Nursing Process) of nursing management for one concept will be assigned to groups of students in class or individually. Students are required to actively engage and participate in completing the exercise. If it is a group project, the exercise must be submitted by a group representative in Blackboard® by the due date. Peer evaluation of each group member's participation will contribute to each student's grade on the assignment.

COURSE EXAMS

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

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 Exam	X	0.25 (25%)	=	
			TOTAL	
				DIVIDE BY 0.70 (70%)
			FINAL WEIGHTED EXAM GRADE	