

INTRODUCTION TO HEALTH CARE CONCEPTS (RNSG 1128)

CREDIT

1 Semester Credit Hours (1 hour lecture, 1 hour lab) 32 Contact Hours

MODE OF INSTRUCTION

Face to Face (web assisted)

PREREQUISITE/CO-REQUISITE:

Prerequisite: Admission to the Nursing Program

Co-requisite: RNSG 1125, RNSG 1311, RNSG 1160, RNSG 1216, RNSG 1430

COURSE DESCRIPTION

An introduction to concept-based learning with emphasis on selected pathophysiological concepts with nursing applications. Concepts include acid-base balance, fluid and electrolytes, immunity, gas exchange, perfusion, metabolism, coping, and tissue integrity. 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		End of Program Student Learning Outcome (EOP SLO)	Differentiated Essential Competency (DEC)
1.	*Utilize a systematic process to evaluate the human body response to selected health problems referred to as concepts.	2,3	PCC A1ab, B1,B8, C6, F1
2.	*Apply pathophysiological and assessment data when planning and implementing nursing actions.	4,5,6,7,8	PCC A1a,b, A2b, B8, E1a
3.	Identify normal physiologic concepts and processes.	1,5	PCC A2b,D3a, E1a,b
4.	Recognize the Nursing Process.	1,5	PCC A1a,b, B1, B8, C6, F1
5.	Discuss the Clinical Judgment Model.	1,2	PCC A1a,b,B1,8, C6,D3a
6.	Describe the relationship between the nursing process and pathophysiology concepts.	1,2	PCC A1a,b,B1,8, C6, F1
7.	Use the Clinical Judgment Model as a basis for nursing actions.	1,2	PCC A1a,b,B1,8, C6, D3a, F1



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8.	Demonstrate the Nursing Process for pathophysiologic concepts.	1,3	PCC A1a,b,B1, B8, C6, D3a, E1a, F1
9.	Differentiate assessment findings in normal physiologic processes from pathophysiologic processes.	1,6,8	PCC B7, D3a, E1a,b

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

INSTRUCTOR CONTACT INFORMATION

Instructor: Nicole Schroeder, MSN, RN
Email: nschroeder@lit.edu
Office Phone: (409) 247-4882
Office Location: WAHTC 338
Office Hours: Wednesday 12:00 – 1:00
Thursday 8:30 – 10:30, 12:30 – 2:30

Instructor: Misty Jones, MSN, RN
Email: msjones1@lit.edu
Office Phone: (409) 241-7282
Office Location: WAHTC 340
Office Hours: Tuesday 12:00 – 1:00
Wednesday 8:30 – 11:00
Friday 9:00 – 10:00

Instructor: Brooke Manual, MSN, APRN, FNP-C,
Email: bmanual@lit.edu
Office Phone: (409) 247-4862
Office Location: WAHTC 334
Office Hours: Tuesday, Thursday 12:20 – 12:50
Wednesday 10:00 – 12:00, 1:00 – 3:00

REQUIRED TEXTBOOK AND MATERIALS

Giddens, J. F. (2025). *Concepts for Nursing Practice* (4th ed.). 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. If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

OUTLINE

- I. Introduction to pathophysiological concepts with nursing applications
 - A. Applying Clinical Judgment Model
 - 1. Recognizing cues (What matters most?)
 - 2. Analyzing Cues (Why?)
 - 3. Prioritizing Hypotheses (What is going on? Where do I start?)
 - 4. Generating Solutions (What could help?)
 - 5. Take Action (What should I do? How should I do it?)
 - 6. Evaluating Outcomes (How did it go?)
 - B. Nursing Process
 - 1. Assessment
 - 2. Diagnosis
 - 3. Outcomes/Planning
 - 4. Implementation
 - 5. Evaluation
- II. Stress & Coping
 - A. Adaptive & Maladaptive (Review)
 - B. Application
 - 1. Nursing Process
 - 2. Clinical Judgment Model
- III. Fluid And Electrolytes
 - A. Normal & Alterations (Review)
 - B. Application
 - 1. Nursing Process
 - 2. Clinical Judgment Model
- IV. Acid-base Balance
 - A. Normal & Alterations (Review)
 - B. Application
 - 1. Nursing Process
 - 2. Clinical Judgment Model
- V. Immunity
 - A. Normal & Alterations (Review)
 - B. Application
 - 1. Nursing Process
 - 2. Clinical Judgment Model
- VI. Tissue Integrity
 - A. Normal & Alterations (Review)
 - B. Application
 - 1. Nursing Process

2. Clinical Judgment Model
- VII. Perfusion
 - A. Normal & Alterations (Review)
 - B. Application
 1. Nursing Process
 2. Clinical Judgment Model
- VIII. Gas Exchange
 - A. Normal & Alterations (Review)
 - B. Application
 1. Nursing Process
 2. Clinical Judgment Model
- IX. Metabolism: Hormonal Regulation
 - A. Normal & Alterations (Review)
 - B. Application
 1. Nursing Process
 2. Clinical Judgment Model
- X. Metabolism: Glucose Regulation
 - A. Normal & Alterations (Review)
 - B. Application
 1. Nursing Process
 2. Clinical Judgment Model
- XI. Case Studies

COURSE CALENDAR

DATE	TOPIC	READINGS (Due on this date)	ASSIGNMENTS
Module 1 8/28/25	Introduction to concept-based learning and applying systematic methods <ul style="list-style-type: none"> Clinical Judgement Model Nursing Process 	Giddens (2025) Concept 40: Clinical Judgment	Concept mapping Activity (in class) Clinical Judgment Activity (in class) Nursing Process Activity (in class)
Module 2 9/4/25	Stress and Coping <ul style="list-style-type: none"> Normal Alterations in stress and coping Application of Stress and Coping Concepts	Giddens (2025) Concept 29: Stress and Coping	Concept mapping Activity (in class) Clinical Judgment Activity (in class) Nursing Process Activity (in class)

Module 3 9/11/25	Fluid and Electrolytes <ul style="list-style-type: none"> • Distribution of Body Fluids • Aging and Distribution of Body Fluids • Alterations in Water Movement • Alterations in Sodium, Water, and Chloride Balance <p>Application of fluid and electrolyte concepts</p>	Giddens (2025) Concept 6: Fluid and Electrolytes	Case Study/Audience Response Questions (in class) GROUP ACTIVITY: Case Study: Clinical Judgment Model Nursing Process DUE: present at end of class
Module 4 9/18/25	Acid-base Balance <ul style="list-style-type: none"> • Normal • Alterations in acid-base balance <p>Application of acid-base balance Concepts</p>	Giddens (2025) Concept 7: Acid-base Balance	Case Study/Audience Response Questions (in class) GROUP ACTIVITY: Case Study: Clinical Judgment Model Nursing Process DUE: present at end of class
Module 5 9/25/25	Immunity <ul style="list-style-type: none"> • Normal • Alterations in immunity <p>Application of immunity concepts</p>	Giddens (2025) Concept 21: Immunity	ACTIVITIES: Case Study/Audience Response Questions (in class) GROUP ACTIVITY: Nursing Process and Clinical Judgment Case Study Application #1 (group activity) DUE: end of class
Exam 1: 10/2/25			
Module 6 10/9/25	Tissue Integrity <ul style="list-style-type: none"> • Normal • Alterations in tissue integrity <p>Application of tissue integrity concepts</p>	Giddens (2025) Concept 25: Tissue Integrity	ACTIVITIES: Case Study/Audience Response Questions (in class) DUE: end of class

Module 7 10/16/25	Perfusion <ul style="list-style-type: none"> • Normal • Alterations in perfusion <p>Application of perfusion concepts.</p>	Giddens (2025) Concept 16: Perfusion	ACTIVITIES: Case Study/Audience Response Questions (in class) GROUP ACTIVITY: Case Study: Clinical Judgment Model Nursing Process DUE: present at end of class Concept Mapping Group Activity: Perfusion (in class)
Module 8 10/23/25	Gas Exchange <ul style="list-style-type: none"> • Normal • Alterations in gas exchange <p>Application of gas exchange concepts</p>	Giddens (2025) Concept 18: Gas Exchange	ACTIVITIES: Case Study/Audience Response Questions (in class) GROUP ACTIVITY: Case Study: Clinical Judgment Model Nursing Process DUE: present at end of class Concept Mapping Group Activity: Gas Exchange (in class)
Module 9 10/30/25	Metabolism: Hormonal Regulation <ul style="list-style-type: none"> • Normal • Alterations in hormonal regulation <p>Application of metabolism concepts as they relate to hormonal regulation</p>	Giddens (2025) Concept 12: Hormonal Regulation	ACTIVITIES: Case Study/Audience Response Questions (in class) Case Study: Clinical Judgment Model Nursing Process DUE: present at end of class
Module 10 11/6/25	Metabolism: Glucose Regulation <ul style="list-style-type: none"> • Normal • Alterations in glucose regulation <p>Application of metabolism concepts as they relate to glucose regulation</p>	Giddens (2025) Concept 13: Glucose Regulation	ACTIVITIES: Case Study/Audience Response Questions (in class) Case Study: Clinical Judgment Model Nursing Process DUE: present at end of class
Exam 2: 11/13/25			

Module 11 11/20/25	Case Studies consisting of multiple concepts	Review all course concepts prior to class.	GROUP ACTIVITY: Case Study: Clinical Judgment Model Nursing Process DUE: present at end of class Nursing Process and Clinical Judgment Group Application #2 (group activity) DUE: at end of class
Comprehensive Final: 12/4/25			

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Evaluation Method	Course Grade %
1. * Nursing Process and Clinical Judgment Group Application Exercises (2 group exercises)	15%
2. *Audience Response Questions (in class)	5%
3. Exam I	25%
4. Exam II	25%
5. Final Exam	30%

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

GRADE SCALE

90-100	A	
80-89	B	
75-79	C	*Required for progression in nursing program.
60-74	D	
0-59	F	

TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

ACADEMIC DISHONESTY

Students enrolled in the nursing program at LIT must maintain academic and behavioral expectations consistent with the profession of nursing and in accordance with the nursing program Student Handbook. Standards of *nursing practice include (but are not limited to) behaviors indicating honesty, accountability, trustworthiness, reliability, and integrity*. The inability of a student to consistently conform his/her/their conduct to requirements of the Nursing Practice Act and BON rules and regulations through a single incident or pattern of personal, academic, or other unacceptable behaviors will result in the disciplinary process. The disciplinary process may include verbal counseling, written counseling, and or dismissal from the nursing program.

AI STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI / ChatGPT in their courses.

AI IN NURSING COURSES

Students are expected to follow course assignment instructions and grading rubrics. Unless otherwise indicated in the assignment instructions, information obtained through AI resources should not be submitted as a student's original work. Unless specifically granted by individual faculty members, students do not have permission to upload faculty intellectual property (PowerPoint Presentations, lecture notes, assignments, course materials, voice or lecture recordings) to any AI platform. Students demonstrating these behaviors or other inappropriate use of AI may be subject to disciplinary process.

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ADDITIONAL COURSE POLICIES/INFORMATION

COURSE GRADING AND ASSIGNMENTS

Class attendance and satisfactory completion of all assignments is essential in order to be successful in the course.

SHERPATH LESSONS

Sherpath lessons accompany the pathophysiology 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 previously presented in the Nursing Pathophysiology course. Students will not earn a grade for Sherpath lessons in this course.

AUDIENCE RESPONSE QUESTIONS

Faculty will utilize an audience response system to ask questions during class. This strategy is utilized to assess class understanding of the content and to promote critical thinking. It is essential for students to come to class prepared and actively engage in the discussion in order to earn a grade for Audience Response Questions. Grades on Audience Response Questions will be calculated into the course average after a 75% average on all exams is achieved.

NURSING PROCESS (NP) AND CLINICAL JUDGMENT (CJ) GROUP APPLICATION EXERCISES

Nursing Process and Clinical Judgment Group Application Exercises will be assigned to groups of students in class. Students are required to actively engage and participate in completing the exercise. Exercises assigned during class are due at the end of class and must be submitted in

Blackboard®. Peer evaluation of each group member's participation will contribute to each student's grade on the assignment.

COURSE EXAMS

Two 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 Grade Rule)

GRADE	X	PERCENT	=	GRADE POINTS
			=	
Exam 1	X	0.25 (25%)	=	
Exam 2	X	0.25 (25%)	=	
			=	
Final	X	0.30 (30%)		
TOTAL				
				DIVIDE BY 0.8 (80%)
FINAL WEIGHTED EXAM GRADE				