

NU 207, Nursing Pathophysiology
DONNELLY COLLEGE
Spring 2018
Monday 1pm-4pm
Marian Hall
3 credit hours

INSTRUCTOR INFORMATION:

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COURSE DESCRIPTION:

This course will emphasize the nursing application to basic pathophysiology. Topics covered include the study of diseases in relation to various body systems, homeostasis related to body systems including the cause, diagnosis and treatment.

PREREQUISITES:

Possible co-requisite with BL 130, NU 206 and NU 208

REQUIRED TEXTBOOK & SUPPLIES:

Capriotti, T. & J. Frizzell. (2016). Pathophysiology: Introductory Concepts and Clinical Perspectives. F.A. Davis.

PHILOSOPHY OF GENERAL EDUCATION:

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students' place in the world and their pursuit of truth. Therefore, the College's general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

DONNELLY LEARNING OUTCOMES

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.

7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

PROGRAM LEARNING OUTCOMES:

Associate of Applied Science (AAS), Concentration in Nursing

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values – upon successful completion of the Associate of Applied Science degree with a concentration in Nursing, students will be able to demonstrate:

1. Effective communication methods to manage client needs and to interact with other health care team members.
2. Skills required for management of care to meet client needs using available resources and current technology
3. The ability to adapt using the nursing process to think critically and make safe, effective clinical judgments incorporating evidenced-based practice.
4. The student will be able to demonstrate the ability to gather information to plan care for clients and the community
5. The ability to Integrate caring behaviors in practicing the art and science of nursing within a diverse population.
6. The student will demonstrate a recognition of the importance of effective lifelong learning
7. The implementation of professional standards and scope of practice with legal, ethical, and regulatory frameworks.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course the student will have the ability to;

1. Students will be able to use clinical reasoning and knowledge as a basis for decision making.
2. Students will be able to explain disease processes, their causes, their diagnosis and their treatments for body systems.
3. Students will be able to specify types of infections as well as list chain of infections and transmission of diseases
4. Students will be able to analyze data from many sources such as assessment, technological and nursing processes as well as interpret diagnostic tests with current symptomatology.
5. Students will be able to compare the pathologic effects of disease processes from the cellular and systemic levels.
6. Students will be able to demonstrate critical thinking processes to using principles of pathophysiology as a basis for nursing process and practice.
7. Students will be able to explain the role that culture, ethnic background and genetics play in disease prevention and disease progression as well as varying treatment considerations.

Donnelly College Learning Outcomes	Program Learning Outcomes¹	Student Learning Outcomes²	Application and Assessment³
Communication Skills: Students will communicate effectively in writing and speaking.	The student will demonstrate effective communication methods to manage client needs and to interact with other health care team members	Students will have the ability to explain disease processes, their causes, their diagnosis and their treatments for body systems	Student will achieve greater than 78% on the Pathophysiology Paper, with the use of the grading rubric.
Technology and Information Literacy Skills: Students will demonstrate proficiency in information literacy skills.	The student demonstrate skills required for management of care to meet client needs using available resources and current technology	Students will have the ability to analyze data from many sources such as assessment, technological and nursing processes as well as interpret diagnostic tests with current symptomatology.	
Symbolic Problem Solving: Students will demonstrate competency in qualitative and quantitative problem solving.	The student will demonstrate the ability to adapt using the nursing process to think critically and make safe, effective clinical judgments incorporating evidenced-based practice.	Students will have the ability to compare the pathologic effects of disease processes from the cellular and systemic levels	
Analytical Thinking: Students will employ reflective thinking to evaluate diverse ideas in the search for truth.	The student will demonstrate the ability to gather information to plan care for clients and the community	Students will have the ability to use clinical reasoning and knowledge as a basis for decision making.	
Personal and Interpersonal Skills: Students will develop an understanding across cultural differences locally, nationally, and internationally.	The student will demonstrate the ability to integrate caring behaviors in practicing the art and science of nursing within a diverse population.	Students will have the ability to explain the role that culture, ethnic background and genetics play in disease prevention and disease progression as well as varying treatment	

		considerations	
Academic Inquiry: Students will engage independently and effectively in lifelong learning.	The student will demonstrate a recognition of the importance of effective lifelong learning	Students will have the ability to specify types of infections as well as list chain of infections and transmission of diseases	
Values: Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.	The student will demonstrate the implementation of professional standards and scope of practice with legal, ethical, and regulatory frameworks.	Students will have the ability to demonstrate critical thinking processes to using principles of pathophysiology as a basis for nursing process and practice.	Student will achieve greater than 78% on the Nursing Concept Map that is based on specific pathophysiological disorders using the grading rubric

COURSE REQUIREMENTS:

Regular class attendance and participation. Completion of all assignments and activities.
 Pass the class with a 78% or above. There is no rounding (i.e. if the student receives a 77.98% in a class, we will not round up to 78%).

GRADING POLICY:

3 Exams, 1 Mid-term Exam, 1 Final Exam
 Assignments, Projects, Presentations and Papers
 Pop Quizzes may be used throughout the course, adding possible points not listed below.

Davis Advantage Assignments (11); 20 points each	220 points
Exams (3); 50 points each	150 points
Midterm; 50 points	50 points
Final Exam: 100 points	100 points
Paper	100 points
Concept Map	100 points
Total	720 points

GRADING SCALE: (note the grading scale utilized by the nursing department is different from the other departments at Donnelly College. This is a nursing department specific difference)

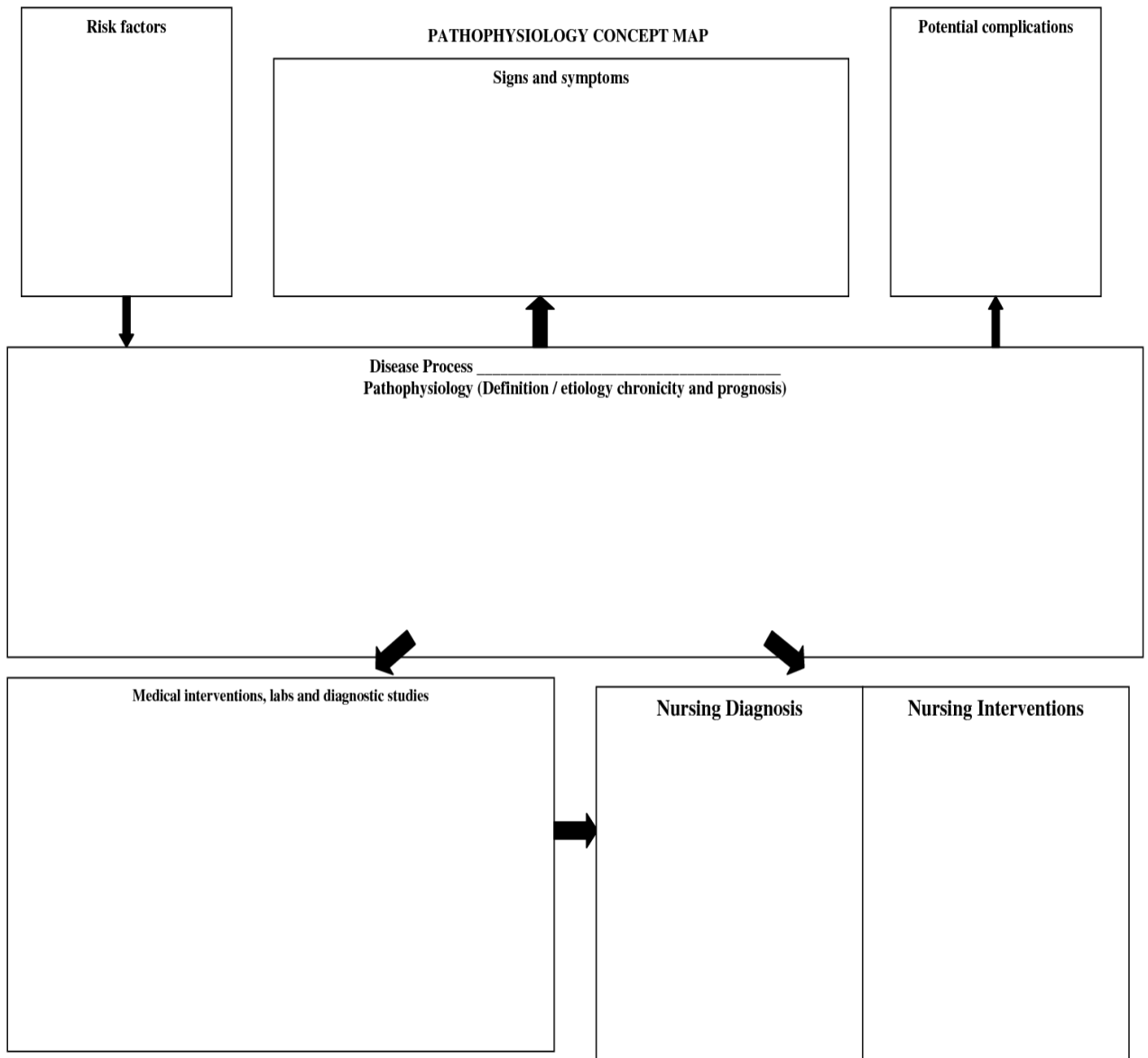
- 92- 100 % = A
- 85 -91 % = B
- 78-84 % = C
- 65 -77 % = D
- 64 % and below = F

*78% is the lowest passing grade. There will be no rounding of scores. Therefore 77.99% will result in a failing grade. *Students must earn a grade of "C" or better to pass the course.*

Pathophysiology Paper Grading Rubric

Standards	Excellent	Acceptable	Unmet Requirements
Content	Ample evidence that extends and explores content. Demonstrates clear understanding and knowledge of the content 50 points	General evidence of content. Demonstrates knowledge of content. 42 points	Faulty logic, lack of evidence demonstrated. Minimal knowledge and understanding of the content Less than 42 points
Organization/Mechanics	Absent from grammatical errors. Professional nursing language. 20 points	Few grammatical or spelling errors. Language lacks smooth transitions. 17 points	Multiple grammatical or spelling errors. Lack of clarity. Less than 17 points
Information Literacy	Uses diverse sources demonstrating thorough research. Paraphrasing content versus heavy quotation. 5 or more references 10 points	Several sufficient sources, accurate information lacks analyzing of data. 4 references 8 points	One sided or too few sources; unreliable resources. Less than 4 references Less than 8 points
APA Documentation	Correct citation and referencing. 10 points	Minor problems/errors in citation and referencing 8 points	Significant errors in citing or referencing Less than 8 points
Format	Page numbering, spacing, # of pages, font size, margins per APA guidelines 10 points	No page numbers, ½ page short of required # of pages, few errors in formatting 8 points	Significant lack of formatting Less than 8 points
Total			100 possible points

Pathophysiology Concept Map Grading Rubric:



	Excellent	Adequate	Unmet requirements
Disease process	Thorough definition/etiology/prognosis with at least 3 references 18-20 points	Basic definition/etiology/prognosis with less than 3 references 17 points	Inadequate definition/etiology/prognosis with less than 2 references Less than 17 points
Risk factors	At least 3 listed risk factors 5 points	Less than 3 listed risk factors 3 points	Less than 2 listed risk factors or erroneous Less than 3 points
Complications	At least 3 complications 10 points	Less than 3 complications 8 points	Less than 2 complications or erroneous

			Less than 8 points
Signs and symptoms	At least 3 signs and symptoms 10 points	Less than 3 signs and symptoms 8 points	Less than 2 signs and symptoms or erroneous Less than 8 points
Medical interventions	At least 5 medical interventions 15 points	Less than 5 medical interventions 13 points	Less than 3 medical interventions or erroneous Less than 13 points
Nursing diagnoses	At least 3 COMPLETE nursing diagnoses 18-20 points	Less than 3 COMPLETE nursing diagnoses 17 points	Less than 2 COMPLETE nursing diagnoses or erroneous Less than 17 points
Nursing interventions	At least 5 nursing interventions with rationale 18-20 points	Less than 5 nursing interventions with rationale 17 points	Less than 3 nursing interventions or lacking rationale Less than 17 points
Total			100 points possible

ACADEMIC INTEGRITY: "...Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean, and appropriate sanctions will be imposed."

PLAGIARISM: Plagiarism-the appropriation or imitation of the language or ideas of another person and presenting them as one's original work-sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

ACCOMMODATIONS: In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

CIVILITY & DECORUM: As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

ATTENDANCE POLICY: Due to the amount of content taught in the class, attendance is highly important to the success of the student in both class. If you cannot make it to the class, you must notify your instructor at least 1 hour before you are scheduled to meet.

WITHDRAWAL FROM COURSES OR FROM SCHOOL: It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, she/he should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing. However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet his/her financial obligations, including two missing or incomplete payments, or loss of financial aid. Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

14 to 16 weeks	3 weeks before the end of the class
6 to 8 weeks	7 weekdays before the end of class
4 to 5 weeks	4 weekdays before the end of class
Less than 4 weeks	Withdrawals are not allowed

Withdrawal deadline dates will be published in the academic calendar.

TENTATIVE COURSE CALENDAR:

The schedule is subject to change based on the progress or needs of the class

<i>Class Meeting</i>	<i>Classroom/Laboratory Protocol</i>	<i>Assignments (Due prior to class start time)</i>
1 <i>Jan 22</i>	Syllabus, Intro to Pathophysiology	Review online syllabus; Sign in to F.A. Davis resources online
2 <i>Jan 29</i> <i>SLO 1,2,3</i>	Inflammation and Healing	Davis Advantage (DA): Inflammation and wound healing
3 <i>Feb 5</i> <i>SLO 1,2,3, 4</i>	Infections	DA: Infectious Diseases
4 <i>Feb 12</i> <i>SLO 1,2,4,7</i>	Congenital and Genetic Diseases	Genetic linked disease paper (see grading rubric)
5 <i>Feb 19</i>	Fluid and Electrolyte balance. Acid Base	DA: Acid Base imbalance; Fluid Imbalance

<i>SLO 1,2,3</i>	Imbalances EXAM 1	
6 <i>Feb 26</i> <i>SLO 1,2,4</i>	Endocrine Disorders	DA: Endocrine Disorders
7 <i>Mar 5</i> <i>SLO 1,2,4</i>	Blood & Lymphatic Disorders	DA: Disorders of Platelets, hemostasis and coagulation; Red blood cell disorders
8 <i>Mar 19</i> <i>SLO 1,2,4</i>	Cardiovascular Disorders MIDTERM EXAM	DA: Cardiac Function and Assessment; Conduction Disorders and other MI complications
9 <i>Mar 26</i> <i>SLO 1,2,4</i>	Respiratory Disorders	DA: Restrictive and Pulmonary vascular disorders
10 <i>Apr 2</i> <i>SLO 1,2,4</i>	Digestive System Disorders EXAM 2	DA: Disorders of the Liver
11 <i>Apr 9</i> <i>SLO 1,2,4</i>	Neurologic Disorders	DA: Brain and Spinal Cord Injury
12 <i>Apr 16</i> <i>SLO 1,2,4</i>	Musculoskeletal disorders	DA: Musculoskeletal Trauma and complications
13 <i>Apr 23</i> <i>SLO 1,2,4,5,6</i>	Skin Disorders EXAM 3	Skin disorder pathophysiology concept map (See Concept map grading rubric)
14 <i>Apr 30</i> <i>SLO 1,2,4</i>	Urinary System Disorders	DA: Urological Disorders
15 <i>May 7</i> <i>1,2,3,4,5,6,7</i>	Final Exam	