Stephen F. Austin State University  
DeWitt School of Nursing  
PATHOPHYSIOLOGY: RN to BSN Program  
Course Number: NUR 438  
Section Number(s): 001

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.

EACH STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for informational purposes only.
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Weds 0900-1100 and 1300-1500
Thurs 0900-1100 and 1300-1500
Friday By appointment

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Weds 0900-1100 and 1300-1600
Thurs: By appointment
Friday By appointment

Please call in advance as times may vary due to committee obligations, lecture time, and clinical.

Class Meeting Time and Place: Online

Textbooks and Materials

Required: Lippincott RN to BSN Online: Pathophysiology with Porth, Essentials of Pathophysiology: Concepts of Altered Health States, Fourth Edition
Lippincott Williams & Wilkins

You must buy the eBook in order to access the course.
Course Description
This course establishes an initial foundation for the pathophysiological aspects of evidence-based nursing. This course will apply basic concepts from core courses, anatomy and physiology, chemistry and microbiology to pathophysiological alterations.

Number of Credit Hours
3 credit hours (3 lecture)

Course Prerequisites and Co-requisites
Prerequisites: Admission into the RN transition program
Co-requisites:

Program Learning Outcomes
The graduate will:
1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence based practice.
2. Deliver nursing care within established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assure responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Demonstrate continuing competence, growth, and development in the profession of nursing.

General Education Core Curriculum Objectives/Outcomes: None

Student Learning Outcomes
The student will:
1. Relate previously acquired concepts and principles of the arts, sciences, and humanities as foundational content for an understanding of pathophysiological alterations.
2. Describe moral, ethical, economic, political and legal issues involved in pathophysiological alterations.
3. Explain how holistic, socio-economic, spiritual, and ethno-cultural characteristics of a client affect pathophysiological alterations.
4. Introduce critical thinking concepts related to the effects of pathophysiological alterations on the complete body system.
5. Define biological, chemical and medical terms used in nursing practice.
Differentiated Essential Competencies (DEC’s)
The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs). The competencies are based upon the preparation in the program of study. In nursing education, the DEC’s serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards.
Please refer to the Texas BON website for additional information. [http://www.bon.texas.gov/](http://www.bon.texas.gov/)

Attendance Policy
This is an on line course. No attendance will be taken. Be aware that faculty can monitor the amount of time spent in the course.

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy of penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to held another is an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from a internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies](http://www.sfasu.edu/policies)

Withheld Grades (Semester Grades Policy A – 54)
Ordinarily, at the discretion of the instructor of record and with approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.
Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aides to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Acceptable Student Behavior
Students who do not participate on line regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

All students are responsible for the Policies and Procedures of the School of Nursing. These can be found online at http://www.fp.sfasu.edu/nursing/

Course Design
The course is presented in modules. The student should work their way through each module in the order that it is presented.

Everything will be open at the beginning of the course. Each graded activity will close at a specified time as listed in the Course Timeline / Due Dates. This allows you to work ahead as your schedule permits. You will know the quiz grade as soon as it is submitted. You may work ahead but you may not get behind. No late work will be accepted for any reason. The objectives for each module and sub module are listed on-line.

Grading Policy
Students will receive a letter grade for this course as follows:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Module Quizzes</td>
<td>60%</td>
</tr>
<tr>
<td>Informational Project</td>
<td>30%</td>
</tr>
<tr>
<td>Assignments</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading Policy
A = 89.5 - 100%
B = 79.5 - 89.4%
C = 74.5 - 79.4%
F = Below 74.5

NURSING STUDENTS MUST HAVE A MINIMUM GRADE OF “C” IN THIS COURSE TO PROGRESS. A course average of 75 is required to pass the course.

POST MODULE QUIZZES
The quizzes will be given through D2L. Quizzes will be given after completion of each on-line submodule. Go to your course, course tools > quizzes and find the quiz associated with the submodule. Once logged into the quiz you will have 60 minutes to complete the quiz. You may only take each quiz once and there is no backward navigation once each question is completed. The average of the quiz grades will count for 60% of the overall course grade. The quizzes will be available until the due date and time as stated in the course timeline. NO LATE SUBMISSIONS WILL BE ACCEPTED. NO MAKE UP QUIZZES WILL BE ALLOWED FOR ANY REASON.

*It is strongly suggested that you take the quizzes on a computer instead of your phone.

ASSIGNMENTS AND PROJECTS

There are two discussion board assignments and one project in this course. Instructions for both assignments and the project are on D2L as well as in this syllabus.

Discussion board assignment #1

Introduction Assignment
On the discussion board, reply to the thread titled “Introduction Assignment.” Your reply should include your name, where you attended school for your nursing degree, place(s) you work or have worked, and the department(s) in which you worked. You may also share anything else that you would like for us to know. This assignment is worth 5 points.

Project

Informational Project

This assignment is an opportunity for you to investigate a particular disease process of interest. The purpose of this project is to assess your understanding and demonstrate the practical application of the pathophysiologic processes that occur in diseases.

This assignment is to create an informational handout that is suitable to distribute to a patient or family member that will help them to understand their disease process. This information should be written in terms easily understood by the average person. This project should be a minimum of one page but no more than two pages (not including references.) Information for the handout should be retrieved reliable scientific sources, such as, textbooks, peer reviewed publications, and/or government websites such as the CDC. Other internet websites are not suitable. Use 3-5 scientific references.
You may choose a topic from the following list of diseases/disorders. Once your choice is made, you will post it to the D2L discussion board under “Assignments” and “Choice for Informational Handout.” Only one person per topic is allowed for this project, therefore the first to choose and post their topic is the one that is able to continue with that disease/disorder topic.

Congestive Heart Failure
Atrial Fibrillation
Patent Ductus Arteriosus
Chronic Obstructive Pulmonary Disease
Pediatric Asthma
Kidney Stones
Cirrhosis
Pediatric Pyloric Stenosis
Gout
Osteogenesis Imperfecta
Breast Cancer
Prostate Cancer
Ischemic stroke
Attention deficit hyperactivity disorder
Depression
Bipolar Disorder

Complete an Instructional Handout on your chosen topic and submit (in the D2L dropbox), in a single word processing document, prior to the due date listed in the course timeline. The Handout should include a Reference List in APA format. The Instructional Handout will then be graded using the following Rubric.
<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Disease/Disorder</td>
<td>10</td>
<td>Clear explanation/definition Includes statistical prevalence of disease</td>
</tr>
<tr>
<td>Pathophysiology</td>
<td>20</td>
<td>Normal physiology of organ/system Pathophysiology of disease/disorder</td>
</tr>
<tr>
<td>Clinical Manifestations</td>
<td>15</td>
<td>Signs and symptoms of disease Possible complications long/short term if not treated</td>
</tr>
<tr>
<td>Diagnostic Testing</td>
<td>15</td>
<td>All test/procedures used for dx of disease</td>
</tr>
<tr>
<td>Treatment of disease</td>
<td>15</td>
<td>All treatments including pharmacological, surgical, nutritional and/or lifestyle changes</td>
</tr>
<tr>
<td>Prognosis</td>
<td>10</td>
<td>Expected prognosis of disease with treatment and without treatment.</td>
</tr>
<tr>
<td>Creativity/Grammar</td>
<td>10</td>
<td>Easy to read/understand for non-medical patients Absence of grammar/spelling errors Aesthetic Design (Clean, Organized, etc…)</td>
</tr>
<tr>
<td>References</td>
<td>5</td>
<td>3-5 references cited in APA format Textbooks, peer reviewed journals, government websites</td>
</tr>
</tbody>
</table>

**Total points Earned: ___**

**Discussion board assignment #1**
Peer Review Discussion Assignment
After all the Informational Handouts have been submitted in the D2L dropbox, the instructors will post them to the discussion board. Read each handout and reply with feedback about the handout in a thread. The reply should be constructive and contain a minimum of five sentences. Several areas to consider is the completeness of the required information, the appearance of the handout, the readability and the degree to which it describes the pathophysiological process. This discussion is worth up to 5 points and is based on the discussion rubric located below.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No responses.</td>
</tr>
<tr>
<td>Exceeds the minimum requirements for the assignment. Consistently responsive to classmates with detailed remarks and relevant viewpoints facilitating discussion.</td>
<td>4 points</td>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td>Does not respond to all posts. Responds to posts with marginal or unsubstantive comments. (e.g., &quot;Good. I agree and I liked your comment.&quot;)</td>
</tr>
<tr>
<td></td>
<td>Responded to all posts with the minimum requirements with relevant material.</td>
<td>Responded to most posts with the minimum requirements with relevant material.</td>
<td>Responds to most posts with marginal or unsubstantive comments. (e.g., &quot;Good. I agree and I liked your comment.&quot;)</td>
<td>0 points</td>
<td>0 points</td>
</tr>
</tbody>
</table>

50 points
Exceeds the minimum requirements for the assignment. Consistently responsive to classmates with detailed remarks and relevant viewpoints facilitating discussion.

40 points
Responded to all posts with the minimum requirements with relevant material.

30 points
Responded to most posts with the minimum requirements with relevant material.

20 points
Responds to most posts with marginal or unsubstantive comments. (e.g., "Good. I agree and I liked your comment.")

10 points
Does not respond to all posts. Responds to posts with marginal or unsubstantive comments. (e.g., "Good. I agree and I liked your comment.")

0 points
No responses.
Course Timeline / Due Dates

All modules, quizzes and assignments will be open at the beginning of the course to allow you to work ahead as your schedule permits. However, quizzes and assignments will close as the course progresses according the following schedule.

<table>
<thead>
<tr>
<th>Close Date</th>
<th>Close Time</th>
<th>Quiz/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 31</td>
<td>11:59 pm</td>
<td>Modules 1.1-1.4 quizzes, Introduction Assignment on Discussion Board</td>
</tr>
<tr>
<td>Sept. 7</td>
<td>11:59 pm</td>
<td>Modules 1.5-1.7 quizzes</td>
</tr>
<tr>
<td>Sept. 14</td>
<td>11:59 pm</td>
<td>Modules 2.1-2.5 quizzes</td>
</tr>
<tr>
<td>Sept. 21</td>
<td>11:59 pm</td>
<td>Modules 2.6-2.8 quizzes</td>
</tr>
<tr>
<td>Sept. 28</td>
<td>11:59 pm</td>
<td>Modules 3.1-3.4 quizzes</td>
</tr>
<tr>
<td>Oct. 5</td>
<td>11:59 pm</td>
<td>Modules 3.5-3.7 quizzes</td>
</tr>
<tr>
<td>Oct. 12</td>
<td>11:59 pm</td>
<td>Module 4 All quizzes</td>
</tr>
<tr>
<td>Oct. 19</td>
<td>11:59 pm</td>
<td>Modules 5 All quizzes</td>
</tr>
<tr>
<td>Oct. 26</td>
<td>11:59 pm</td>
<td>Module 6 All quizzes</td>
</tr>
<tr>
<td>Nov. 2</td>
<td>11:59 pm</td>
<td>Modules 7.1-7.5 quizzes</td>
</tr>
<tr>
<td>Nov. 9</td>
<td>11:59 pm</td>
<td>Modules 7.6-7.9 quizzes</td>
</tr>
<tr>
<td>Nov. 16</td>
<td>11:59 pm</td>
<td>Module 8 All quizzes</td>
</tr>
<tr>
<td>Nov. 26</td>
<td>11:59 pm</td>
<td>Informational Handout Assignment is Due</td>
</tr>
<tr>
<td>Nov. 30</td>
<td>11:59 pm</td>
<td>Module 9 All quizzes</td>
</tr>
<tr>
<td>Dec. 7</td>
<td>11:59 pm</td>
<td>Module 10 All quizzes, Peer Review Discussions on Discussion Board.</td>
</tr>
</tbody>
</table>