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.
Faculty Contact Information

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Office: Room 124
Office Hours: Monday: 0800-1430
             Tues 1300-1430, Lecture 0900-1200
             Weds By appointment, Clinical 0600-1830
             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:


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: None

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 (6.7)**
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 (4.1)**
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

Withheld Grades (Semester Grades Policy 5.5)
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 eight modules over eight weeks. The student should work their way through each module in the order that it is presented.

All modules will be open at the beginning of the eight weeks. Each graded activity will close at a specified time as listed on the Course Calendar / Due Dates. This allows you to work ahead as your schedule permits. You may work ahead but you may not get behind. No late work will be accepted. The objectives for each module are listed in the online course under Goals and Objectives.

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly quizzes</td>
<td>7 x 50 = 350</td>
</tr>
<tr>
<td>Concept Map Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Weekly Dropbox Assignment</td>
<td>8 x 25 = 200</td>
</tr>
<tr>
<td>Weekly Discussion Board Assignment</td>
<td>8 x 25 = 200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td>950</td>
</tr>
</tbody>
</table>

Grading Policy
A = 89.5 - 100% 851-950 Points
B = 79.5 - 89.4% 756-850
C = 74.5 - 79.4% 708-755
F = Below 74.5 0-707

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.

Policy 1.7 (effective June 1, 2017) for all courses:
1. Rounding is confined to the final course grade.
2. Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook (Brightspace) in their original form without rounding.
3. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
   b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).
Exams
The quizzes and final exam will be given through Brightspace. Quizzes will be given after completion of each module on-line. To access each quiz, go to your course, course tools > quizzes to find the quiz for the week during the allotted time for each quiz. Each quiz will only be available on the corresponding Wednesday from 12 noon to 2359. Each quiz will have 25 questions. Once you are logged into the quiz you will have 50 minutes to complete the quiz. You may only take each quiz once and there is no backward navigation once each question is completed. The final exam will be 50 questions and you will need to set up proctoring through Proctorio prior to the final exam. Once you are logged in, you will have 90 minutes to complete the final exam. Your average of the quizzes and final exam must be equal to or greater than 74.5% to pass the course. The quizzes and final exam count for 60% of your total grade in the course. The quizzes will not be available until the due date and time as stated on the course calendar. NO LATE SUBMISSIONS WILL BE ACCEPTED. NO MAKE UP QUIZZES WILL BE ALLOWED.

ASSIGNMENTS
There are weekly dropbox questions, discussion board assignments within each module, and one concept map in this course. Instructions for dropbox questions, discussion board, and the Concept Map are on Brightspace as well as in this syllabus.

Weekly Dropbox Assignment
For this assignment, you will be asked to post your answer in dropbox to the question presented in the corresponding module. The grading rubric can be found in each dropbox.

Weekly Discussion Board Assignment
Weekly discussion board assignments can be found within each module and under discussion board. You will need to post your initial post by Sundays each week at 2359. You will need to post a response to one classmate by Wednesdays at 2359 each week. See Course Calendar. You will be expected to use APA format for any citations and references. References may include textbooks, peer-reviewed journal articles, or government websites. The grading rubric can be found on each discussion board.

Concept Map
For this assignment, you will choose a medical diagnosis of your choice from the list provided on Brightspace of common primary health concerns. Each diagnosis is only to be chosen by one student. The concept map should appear professional and include the following labeled sections:
1. Name of the disease
2. Detailed description of the pathophysiology
3. Risk factors or potential causes of the disease
4. Signs and symptoms of the disease
5. Important lab values related to the disease
6. Diagnostic tests used to diagnose the disease
7. Treatments used for the disease
8. References
This assignment is an opportunity for you to investigate a particular disease process of interest. The purpose of this assignment is to assess your understanding and demonstrate the practical application of the pathophysiologic processes that occur in diseases.

Information for the concept map should be retrieved from 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 need to post your topic to the Brightspace discussion board under “Choice for Concept Map.” 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.

Cholecystitis          Inflammatory Bowel Disease
Hepatitis             Hyperthyroidism
Diabetes Mellitus Type 2   Atopic Dermatitis
Osteoarthritis        Gout
Iron Deficiency Anemia Bronchitis
Asthma                Infectious Mononucleosis
Peripheral Vascular Disease Hypertension
Pneumonia             Menopause

Concept Map Grading Rubric

<table>
<thead>
<tr>
<th>Student name ____________________ Date _______________</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disease/Disorder</td>
<td>10 points</td>
</tr>
<tr>
<td>Name of Disease clearly written</td>
<td></td>
</tr>
<tr>
<td>Pathophysiology</td>
<td>15 points</td>
</tr>
<tr>
<td>Pathophysiology of disease</td>
<td></td>
</tr>
<tr>
<td>Risk Factors</td>
<td>10 points</td>
</tr>
<tr>
<td>Risk factors or potential causes of the disease</td>
<td></td>
</tr>
<tr>
<td>Clinical Manifestations</td>
<td>15 points</td>
</tr>
<tr>
<td>Signs and symptoms of disease</td>
<td></td>
</tr>
<tr>
<td>Possible complications long/short term if not treated</td>
<td></td>
</tr>
<tr>
<td>Laboratory Values</td>
<td>10 points</td>
</tr>
<tr>
<td>Expected Lab Values related to the disease</td>
<td></td>
</tr>
<tr>
<td>Diagnostic Testing</td>
<td>10 points</td>
</tr>
<tr>
<td>All test/procedures used for diagnosis of disease and expected findings</td>
<td></td>
</tr>
<tr>
<td>Treatment of disease</td>
<td>15 points</td>
</tr>
</tbody>
</table>
All treatments including pharmacological, surgical, nutritional and/or lifestyle changes.

Creativity/Grammar 10 points ___ ______________________
- Easy to read/understand for non-medical patients
- Absence of grammar/spelling errors
- Aesthetic Design (Clean, Organized, etc…)

References 5 points ___ ______________________
- 3 references cited in APA format
- Textbooks, peer reviewed journals, government websites

Total points Earned _____/100______

NURS 4338
Discussion Board Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary 100%</th>
<th>Proficient 80%</th>
<th>Needs Improvement 60%</th>
<th>Not evident 0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding/Articulation</td>
<td>8 points</td>
<td>6.4 points</td>
<td>5 points</td>
<td>0 points</td>
</tr>
<tr>
<td></td>
<td>Develops an initial post that is organized, demonstrates appropriate understanding of the information with informed conclusions, and justifies response with supportive evidence and examples.</td>
<td>Develop an initial post demonstrating understanding of the information with informed conclusions and appropriate examples.</td>
<td>Develops an initial post that demonstrates minimal understanding of the information, or that may contain inaccurate information or lack of details.</td>
<td>Does not develop an initial post demonstrating understanding of the information.</td>
</tr>
<tr>
<td>Timeliness</td>
<td>5 points</td>
<td>4 points</td>
<td>3 points</td>
<td>0 points</td>
</tr>
<tr>
<td></td>
<td>Submits initial post on time.</td>
<td>Submits initial post 1 day late.</td>
<td>Submits initial post 2 days late.</td>
<td>Submits initial post 3 or more days late.</td>
</tr>
</tbody>
</table>
### Peer Responses/Engagement

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 points</td>
<td>Develops meaningful peer responses providing accurate explanation and appropriate detail using supportive scholarly evidence.</td>
</tr>
<tr>
<td>6.4 points</td>
<td>Develops peer responses providing accurate explanation with appropriate detail.</td>
</tr>
<tr>
<td>5 points</td>
<td>Develops peer responses with minimal explanation.</td>
</tr>
<tr>
<td>0 points</td>
<td>Does not develop peer responses or provides a generic post with little explanation or detail.</td>
</tr>
</tbody>
</table>

### References/Writing Mechanics

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 points</td>
<td>There are no errors related to organization, grammar, style, APA formatting, and/or professionalism.</td>
</tr>
<tr>
<td>3.2 points</td>
<td>There are minor errors (2 or less) related to organization, grammar, style, APA formatting, and/or professionalism.</td>
</tr>
<tr>
<td>3 points</td>
<td>There are multiple errors (3 or 4) related to organization, grammar, style, APA formatting, and/or professionalism.</td>
</tr>
<tr>
<td>0</td>
<td>There are numerous (5 or more) and/or critical errors related to style, APA formatting, and/or professionalism.</td>
</tr>
</tbody>
</table>

### Total

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>/25</td>
<td></td>
</tr>
</tbody>
</table>

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### NURS 4338
Dropbox Assignment Rubric

#### Criteria

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>Develops a case study that is organized, demonstrates appropriate understanding of the information</td>
</tr>
<tr>
<td>8 points</td>
<td>Develops a case study demonstrating understanding of the information with informed conclusions and</td>
</tr>
<tr>
<td>6 points</td>
<td>Develops case study demonstrating minimal understanding of the information, or that may</td>
</tr>
<tr>
<td>0 points</td>
<td>Does not develop a case study demonstrating understanding of the information.</td>
</tr>
<tr>
<td></td>
<td>Timeliness</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>with informed conclusions, and justifies response with supportive evidence and examples.</td>
</tr>
<tr>
<td></td>
<td>appropriate examples.</td>
</tr>
<tr>
<td></td>
<td>contain inaccurate information or lack of details.</td>
</tr>
<tr>
<td></td>
<td>8 points</td>
</tr>
<tr>
<td></td>
<td>Submits case study on time.</td>
</tr>
<tr>
<td></td>
<td>6.4 points</td>
</tr>
<tr>
<td></td>
<td>Submits case study 1 day late.</td>
</tr>
<tr>
<td></td>
<td>4.8 points</td>
</tr>
<tr>
<td></td>
<td>Submits case study 2 days late.</td>
</tr>
<tr>
<td></td>
<td>0 points</td>
</tr>
<tr>
<td></td>
<td>Submits case study 3 or more days late.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Module</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------</td>
</tr>
</tbody>
</table>
| October 15-21         | Getting Started and Module 1               | • Read Module 1 and Chapters 1 & 2  
• Submit dropbox assignment by October 18 @ 2359  
• Submit Cell Function and Immunity Discussion Assignment  
  o Initial post by October 18 @ 2359  
  o Peer Response by October 21 @ 2359  
• Submit Module 1 Quiz by October 21 @ 2359 |
| October 22-28         | Module 2                                    | • Read Module 2 and Chapters 3 & 4  
• Submit dropbox assignment by October 25 @ 2359  
• Submit Hematopoietic Function and Cardiac Function Discussion Assignment  
  o Initial post by October 25 @ 2359  
  o Peer Response by October 28 @ 2359  
• Submit Module 2 Quiz by October 28 @ 2359 |
| October 29-November 4 | Module 3                                    | • Read Module 3 and Chapter 5  
• Submit dropbox assignment by November 1 @ 2359  
• Submit Respiratory Function Discussion Assignment  
  o Initial post by November 1 @ 2359  
  o Peer Response by November 4 @ 2359  
• Submit Module 3 Quiz by November 4 @ 2359 |
| November 5-11         | Module 4                                    | • Read Module 4 and Chapters 6 & 7  
• Submit dropbox assignment by November 8 @ 2359  
• Submit Fluid, Electrolyte, and Acid-Base Homeostasis and Urinary Function Discussion Assignment  
  o Initial post by November 8 @ 2359  
  o Peer response by November 11 @ 2359  
• Submit Module 4 Quiz by November 11 @ 2359 |
| November 12-18        | Module 5                                    | • Read Module 5 and Chapter 8  
• Submit dropbox assignment by November 15 @ 2359  
• Submit Reproductive Function Discussion Assignment  
  o Initial post by November 15 @ 2359  
  o No peer response due this week  
• Submit Concept Map via dropbox by November 18 at 2359  
• Submit Module 5 Quiz by November 18 @ 2359 |
| November 19-25        | Module 6                                    | • Read Module 6 and Chapters 9 & 10  
• Submit dropbox assignment by November 22 @ 2359 |
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Module</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| November 27-December 2 | Module 7 | - Submit Gastrointestinal Function and Endocrine Function Discussion Assignment  
|                     |          |   o Initial post by November 22 @ 2359  
|                     |          |   o No peer response due this week  
|                     |          | - Submit Module 6 Quiz by November 25 @ 2359  
|                     |          | - Read Module 7 and Chapters 11 & 12  
|                     |          | - Submit dropbox assignment by November 29 @ 2359  
|                     |          | - Submit Neural Function and Musculoskeletal Function Discussion Assignment  
|                     |          |   o Initial post by November 29 @ 2359  
|                     |          |   o Peer response by December 2 @ 2359  
|                     |          | - Submit Module 7 Quiz by December 2 @ 2359  
| December 3-9        | Module 8 | - Read Module 8 and Chapters 13 & 14  
|                     |          | - Submit dropbox assignment by December 6 @ 2359  
|                     |          | - Submit Integumentary Function and Sensory Function Discussion Assignment  
|                     |          |   o Initial post by December 6 @ 2359  
|                     |          |   o No peer response due this week  
|                     |          | - Submit Comprehensive Final Exam by December 9 @ 2359  
|                     |          | - Final Grades due 12/11  
|