Stephen F. Austin State University
DeWitt School of Nursing
RN BSN Transition
PATHOPHYSIOLOGY SYLLABUS
Course Number:  NURS 4338
Section Number(s):  001
Fall 2023

Course Instructor
Anne Collier, MSN, RNC-OB

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

*Brightspace is the primary form of communication for this course; use the SFA email address only if Brightspace is unavailable.*

Name: Anne Collier, MSN, RNC-OB  
Department: Nursing  
Email: Primary form of communication: through Brightspace course  
If Brightspace is unavailable: anne.collier@sfasu.edu  
Phone: 936-468-7708  
Office: Room 113 (Annex-top of hill)  
Office Hours: Please email for an appointment.  
Monday 2:00-3:00 pm  
Tuesday 2:00-3:00 pm  
Wednesday 1:00-3:00 pm  
Thursday 11:00-12:00 am  
Additional times available upon request.

Class Meeting Time and Place
Online

Required Textbooks and Materials:
ISBN: 9781284205435

Technology Requirements
All students are required to have access to a laptop or desktop computer for academic and testing purposes. Please find the complete list of technology requirements here:  
https://www.sfasu.edu/docs/nursing/technology-requirements.pdf

For questions regarding laptop hardware or software, please contact The SFA Help Desk at https://help.sfasu.edu/TDClient/2027/Portal/Home/ or 936-468-HELP.

Unabridged 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 to the RN-BSN Program  
Co-requisites: None
End of Program Student Learning Outcomes
Graduates of the program 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. Value continuing competence, growth, and development in the profession of nursing.

General Education Core Curriculum Objectives/Outcomes: None

Course 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/pdfs/differentiated_essential_competencies-2010.pdf

Unit Objectives
Module 1
Cellular Function and Immunity

1. Describe basic cellular structures and function.
2. Describe common cellular adaptations and possible reasons for the occurrence of each.
3. Explain the pathophysiology of neoplasms.
4. Discuss common genetic and congenital alterations.
5. Describe the effect of stress on the body.
6. Explain the role of the body's normal defenses in preventing disease.
7. Differentiate between innate and adaptive immunity.
8. Discuss some examples of altered immune responses.
9. Identify factors that enhance and impair the body's defenses.
10. Apply pathophysiology concepts to the care of patients with cellular dysfunction or immunity issues.

Module 2
Hematopoietic Function; Cardiovascular Function

1. Discuss normal hematopoietic function.
2. Describe and compare diseases of white blood cells.
3. Describe and compare diseases of red blood cells.
4. Describe and compare diseases of platelets.
5. Discuss normal cardiovascular anatomy and physiology.
6. Describe and compare cardiovascular alterations resulting in decreased cardiac output.
7. Describe and compare cardiovascular alterations resulting in altered tissue perfusion.
8. Explore cardiovascular alterations resulting in both decreased cardiac output and altered tissue perfusion.
9. Apply pathophysiology concepts to the care of patients with hematopoietic or cardiovascular dysfunction.

Module 3
Respiratory Function

1. Discuss normal respiratory anatomy and physiology.
2. Describe and compare infectious disorders of the respiratory system.
3. Describe and compare respiratory alterations that impair ventilation.
4. Describe and compare respiratory alterations that impair ventilation and perfusion.
5. Apply pathophysiology concepts to the care of patients with respiratory dysfunction.

Module 4
Fluid, Electrolyte, and Acid-Base Homeostasis; Urinary Function

1. Explain fluid distribution and movement in the body.
2. Describe and compare fluid imbalance disorders.
3. Explain normal electrolyte functions in the body.
4. Describe and compare electrolyte disorders.
5. Explain normal pH regulation.
6. Describe and compare acid-base disorders.
7. Analyze arterial blood gases.
8. Discuss normal urinary anatomy and physiology.
9. Describe and compare renal alterations that alter urinary elimination.
10. Describe and compare renal alterations that result in impaired renal function.
11. Apply pathophysiology concepts to the care of patients with fluid, electrolyte, acid-base dysfunction or urinary issues.

Module 5  
Gastrointestinal Function

1. Discuss normal gastrointestinal anatomy and physiology.
2. Describe and compare congenital defects of the gastrointestinal system.
3. Compare and contrast disorders of the upper gastrointestinal system.
4. Describe and compare disorders of the lower gastrointestinal system.
5. Describe and compare cancers of the gastrointestinal system.

Module 6  
Endocrine Function; Neural Function

1. Discuss normal endocrine anatomy and physiology.
2. Compare and contrast disorders of the parathyroid gland.
3. Describe and differentiate the types of diabetes mellitus.
4. Compare and contrast disorders of the thyroid gland.
5. Compare and contrast disorders of the adrenal glands.
6. Apply pathophysiology concepts to the care of patients with endocrine dysfunction.
7. Discuss normal neural anatomy and physiology.
8. Describe and compare congenital neurologic disorders.
9. Compare and contrast traumatic neurologic disorders.
10. Compare and contrast infectious neurologic disorders.
11. Describe and compare vascular neurologic disorders
12. Compare and contrast types of seizure disorders.
13. Compare and contrast chronic degenerative neurologic disorders.
14. Compare and contrast types of dementia.
15. Describe and compare cancers of the nervous system.

Module 7  
Musculoskeletal Function

1. Discuss normal musculoskeletal, integumentary, and sensory anatomy and physiology.
2. Compare and contrast congenital musculoskeletal disorders.
3. Compare and contrast traumatic musculoskeletal disorders.
4. Compare and contrast metabolic bone disorders.
5. Compare and contrast inflammatory joint disorders.
6. Describe and discuss chronic muscle disorders.
7. Describe and discuss bone cancers.
8. Apply pathophysiology concepts to the care of patients with neurologic or musculoskeletal dysfunction.
COURSE REQUIREMENTS

BSN and RN-BSN Pathophysiology Grading Scale:
90-100 = A
80-89 = B
70-79 = C
60-69 = D
Less than 60 = F
Nursing students must have a minimum grade of “C” in this course to progress.

Evaluation and Grading Criteria
Policy 1.7 for all courses:
1. Rounding is confined to the final course grade.
2. Grades on individual exams, 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).
4. Nursing students must have a minimum grade of “C” in this course to progress.
   http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/nursing-policies

Grading Distribution
See course calendar for due dates
Exam 1 15%
Exam 2 15%
Exam 3 15%
Final Exam 15%
Discussion Board Assignment 5%
Dropbox Assignments (5 at 5% each) 25%
Quizzes (4 at 2.5% each) 10%
Total 100%

Course Attendance
This is an online course with all assignments due according to the course calendar. Students are expected to communicate with faculty and keep faculty apprised of course progress, as well as any difficulties encountered with meeting course requirements. Late Work: Five points per day will be deducted for assignments submitted late. Late assignments will not be accepted after five days unless approved by instructor.
Students enrolled in this course are expected to be self-directed in their learning and to be prepared for learning activities using prior knowledge. Faculty will serve as a resource. Evaluation methods include faculty analysis of course work assignments.

**Exams**
All exams will be timed and accessed through Brightspace through course tools -> quizzes. Unexcused absences from exams will not be made up. Please email before exams to make arrangements for an excused absence. The student is responsible for providing documentation (e.g., doctor’s note) substantiating the reason for the absence. Faculty reserve the right to substitute an alternate exam format for make-up exams. Students are responsible for all modules and reading assignments.

Exams will consist of 50 questions and will be proctored by Proctorio. See Proctorio exam instructions posted in Brightspace. Once started, students will have 104 minutes to complete each exam. The exams will not be available until the due date and time as stated on the course calendar and must be taken during the designated time frame.

**Course Assignments**
There are weekly assignments that vary each week, including discussion board Dropbox assignments, and quizzes. Instructions and grading rubrics for the assignments are posted on Brightspace. All assignments are due by the date and time listed on the course calendar.

*Dropbox Assignments*
For these assignments, students will be asked to post their answers in Dropbox to the questions presented in the corresponding module.

*Discussion Board Assignments*
Discussion board assignments can be found within the corresponding module and under the Course tools -> discussions. On the weeks that these assignments are due, students will need to post their initial post by Thursday at 2359. Students will need to post a response to one classmate by Sunday at 2359.

*Quizzes*
Open book quizzes may be completed anytime the week before it is due. No late quizzes will be given or accepted without prior notification of instructor. All quizzes are timed and accessed through Brightspace. It is expected that extensive reading and studying should be completed prior to starting the quiz. Only one attempt will be allowed per quiz.

**Acceptable Student Behavior**
This is an online course and behavior should not interfere with students’ abilities to complete assignments or learn from the instructional program. Students are expected to abide by the SFASU Student Code of Conduct [https://www.sfasu.edu/docs/policies/10.4.pdf](https://www.sfasu.edu/docs/policies/10.4.pdf). It is expected that students regularly check Brightspace newsfeed and email. Students who do not participate regularly or perform poorly on assignments and/or 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.
Brightspace
Students must have the required computer access and programs to support the online course through SFASU Brightspace.

Logging in: To access Brightspace, visit [http://d2l.sfasu.edu](http://d2l.sfasu.edu), and log in using your mySFA username and password.

What are the technical requirements to use the system?
Google Chrome or Mozilla Firefox are the recommended web browsers. Internet Explorer is no longer supported.

How do I get technical help?
To learn more about Brightspace, visit SFA ONLINE at [http://www.sfaonline.info](http://www.sfaonline.info) and [https://d2l.sfasu.edu/d2l/home](https://d2l.sfasu.edu/d2l/home). Students are responsible for the ability to use Brightspace. For assistance with technical issues and Brightspace proficiency, contact student support in the Center for Teaching and Learning (CTL) at d2l@sfasu.edu or call 936-468-1919. For general computer support (not related to Brightspace), contact Information Technology Services at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

Academic Integrity
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any
provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**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/](http://www.sfasu.edu/disabilityservices/).

**DeWitt School of Nursing Policies**
To access the SON’s student policies, follow this link: [http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies](http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies)

**Mental Health Statement**
SFASU values students' mental health and the role it plays in academic and overall student success. SF A provides a variety of resources to support student's mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SF ASU Counseling Services
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
3rd Floor Rusk Building
936-468-2401
SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Health and Wellness Hub (corner of E. College and Raguet)
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| August 28 - Sept 3 | 1      | Chapter 1 – Cellular                         | Discussion Board: Introduction

**DUE:** Initial post-2359 08.31  
**Peer response-2359 09.03**

| September 4 - 10 | 1      | Chapter 2 – Immunity                         | Quiz 1 – Cellular; Immunity

**DUE:** 2359 9.10

| September 11 - 17 | 2      | Chapter 3 – Hematopoietic                   | Dropbox: Hematopoietic

**DUE:** 2359 9.17

| September 18 - 24 | 2      | Chapter 4 – Cardiovascular                  | Dropbox: Cardiovascular

**DUE:** 2359 9.24

| September 25 – Oct 1 | 2      | Chapter 4 – Cardiovascular (cont.)          | Quiz 2 – Hematopoietic; Cardiovascular

**DUE:** 2359 10.1

| Oct 2 - 8         | 3      | Chapter 5 – Respiratory                     | Exam 1 – Thursday 10.5 (available 0800-2359)

**Modules 1 & 2**

| Oct 9 - 15        | 3      | Chapter 5 – Respiratory (cont.)             | Dropbox: Respiratory

**DUE:** 2359 10.15

| Oct 16 - 22       | 4      | Chapter 6 – Fluid, Electrolyte, and Acid-Base | Quiz 3 – Respiratory; Fluid, Electrolyte, and Acid-Base

**DUE:** 2359 10.22

| Oct 23 - 29       | 4      | Chapter 7 – Urinary                         | Dropbox: Urinary

**DUE:** 2359 10.29

| Oct 30 – Nov 5    | 5      | Chapter 9 – Gastrointestinal                | Exam 2 – Thursday 11.2 (available 0800-2359)

**Modules 3 & 4**
# NURS 4338 Pathophysiology
## Course Calendar
### Fall 2023

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Week(s)</th>
<th>Topic</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>November 6 – 12</td>
<td>6</td>
<td>Chapter 10 – Endocrine</td>
<td>Quiz 4 – Gastrointestinal; Endocrine</td>
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<td>DUE: 2359 11.12</td>
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<tr>
<td>November 13 - 17</td>
<td>6</td>
<td>Chapter 11 – Neural</td>
<td>Dropbox: Neural</td>
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<td>DUE: 2359 11.19</td>
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<td>November 18 – 26</td>
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<td>Thanksgiving Holidays</td>
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<tr>
<td>November 27 – December 3</td>
<td>7</td>
<td>Chapter 12 – Musculoskeletal</td>
<td>Exam 3 – Thursday 11.30 (available 0800-2359)</td>
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<td></td>
<td>Modules 5 &amp; 6</td>
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<tr>
<td>December 4 - 10</td>
<td>Dead Week</td>
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<td>December 11 – 15</td>
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<td>Final Exam – Thursday 12.14 (available 0800-2359)</td>
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<td>Modules 1-7</td>
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