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.

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS. This syllabus is provided for information purposes only.
Faculty Information

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Office Hours: Appointments available upon request.

Class Meeting Time and Place: This course is taught in an online format. Course calendar to follow.

Advanced Pathophysiology

Course Description

This course provides students with the understanding of normal physiologic and pathologic mechanisms of disease that serves as the foundation for clinical assessment, decision making, and management.

Prerequisites: Admission to the SON Graduate Program

Credit Hour Distribution: (3 credits; fully online graduate course)

This course spans 15 weeks. The course contains extensive written content requiring students to engage in online modules for at least 12 hours a week. Required readings and activities are woven into the content to support key concepts and provide advanced nursing perspectives. In addition, students are expected to participate in weekly discussions. Students are also required to take major exams and a comprehensive final examination.

Required Textbooks

Program Outcomes:

The Student Will:
1. Synthesize nursing science with knowledge from other disciplines as the basis for the advanced level of nursing practice.
2. Evaluate effective strategies for managing the ethical and legal dilemmas inherent in patient care, the health care organization, and research.
3. Employ effective communication and collaborative skills in interdisciplinary teams for creating change in health care.
4. Analyze concepts of health promotion and culturally competent care across the lifespan.
5. Assume responsibility for the use of health care information systems and patient care technology to improve patient outcomes.
6. Demonstrate leadership and accountability in the development and implementation of health care policy.
7. Critically appraise existing literature from nursing and other disciplines to determine and implement the best evidence for practice.
8. Advocate for the advanced practice role within the policy related to access and health care communities.
9. Value continuing competence, growth, and development in the profession.

MSN Essentials

I. Background for Practice from Sciences and Humanities
II. Quality Improvement and Safety
III. Translating and Integrating Scholarship into Practice
IV. Informatics and Healthcare Technologies
V. Health Policy and Advocacy
VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
VII. Clinical Prevention and Population Health for Improving Health
VIII. Master’s-Level Nursing Practice

NONPF Nurse Practitioner Role Core Competencies

1. Knowledge of Practice
2. Person-Centered Care
3. Population Health
4. Practice Scholarship and Translational Science
5. Quality and Safety
6. Interprofessional Collaboration in Practice
7. Health Systems  
8. Technology and information Literacy  
9. Professional Acumen  
10. Personal and Professional Leadership

**NLN Core Competencies for Nurse Educators**

1. Facilitate learning  
2. Facilitate learner development and socialization  
3. Use assessment and evaluation strategies  
4. Participate in curriculum design and evaluation of program outcomes  
5. Function as a change agent and leader  
6. Pursue continuous quality improvement in the nurse educator role  
7. Engage in scholarship  
8. Function within the educational environment

**QSEN Graduate Competencies**

1. Patient-centered Care  
2. Teamwork and Collaboration  
3. Evidence-based Practice (EBP)  
4. Quality Improvement  
5. Safety  
6. Informatics

**Course Objectives**

Upon completion of this course, the student is expected to:

1. Examine physiologic changes over the life span.  
2. Analyze the relationship between normal physiology and pathological phenomena.  
3. Incorporate current evidence-based practice regarding pathophysiology into advance practice nursing.  
4. Describe the developmental physiology, normal etiology, pathogenesis, and clinical manifestations of commonly found altered health states in various populations.  
5. Analyze physiological responses to illness and treatment modalities.  
6. Synthesize responsibility and accountability using consistent behavior patterns and professional communication.

**Topics:**

- Concepts of health and disease  
- Cell function and growth  
- Disorders of hematopoietic system  
- Infection, inflammation, and immunity
• Disorders of cardiovascular function
• Disorders of respiratory function
• Disorders of renal function and fluids and electrolytes
• Disorders of gastrointestinal function
• Disorders of endocrine function
• Disorders of genitourinary and reproductive function
• Disorders of neurological function
• Disorders of musculoskeletal, integumentary, and sensory function

**Instructional Methods**

Modules, Discussion board, Dropbox assignments, Case Studies, Concept map or paper

**Teaching Strategies**

Online discussion, reading and written assignments, online content modules, and exams.

**Course Requirements**

Faculty developed coursework to provide students with a foundation to meet the program outcome objectives, which are consistent with the Essentials of Master of Science in Nursing and the National Organization of Nurse Practitioners – Family Nurse Practitioner expected outcomes. The course requirements for this course are:

• Complete all course assignments by the assigned due date/time. Late work will not be accepted without prior faculty approval, and then a 10% late penalty will apply. Initial posts on discussion must be posted on time. Initial posts not posted on time will receive a timing grade of “0”.

• Communication should be professional, respectful of other views, and have a positive and polite tone.

• All assignments are to be completed by the individual student unless assigned as a group project.

**Grades and Grading (see grading rubrics)**

**Assignments and the associated grading rubrics are available in BRIGHTSPACE**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam I</td>
<td>16%</td>
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<tr>
<td>Exam II</td>
<td>16%</td>
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<tr>
<td>Exam III</td>
<td>16%</td>
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<tr>
<td>Exam IV</td>
<td>16%</td>
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<tr>
<td>Comprehensive Final Exam</td>
<td>16%</td>
</tr>
<tr>
<td>Discussion/Dropbox/Case Studies</td>
<td>10%</td>
</tr>
<tr>
<td>Concept Analysis Map/Paper</td>
<td>10%</td>
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<td></td>
<td>100%</td>
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</table>
A minimum average grade of 80% must be achieved in order to pass the course. There is no provision for re-taking exams in the course.

SON Rounding Policy:

1. Rounding is confined to the final course grade. Grades on individual exams (including comprehensive or HESI). Assignments, quizzes, and projects are recorded in the gradebook (BRIGHTSPACE) in their original form without rounding.
2. 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 85.49 = 85).
3. The grading scale for all Nursing Courses is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>F</td>
<td>&lt;80</td>
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</tbody>
</table>

A grade of B or better is required for passage of all graduate courses. Only one course may be repeated to achieve a course grade of “B”. Students have the responsibility for monitoring grades in the course website throughout the semester and in communicating with course instructors regarding grade status. Two course failures will result in dismissal from the program (Policy and Procedure Manual).

Exams

All exams will be given online. Exams will be time limited. Exams will usually be objective items (multiple choice or matching) but may include questions requiring short answer or essay. In order to prepare for national board exams, only one question is displayed at time for answering and students MAY NOT go back to change their answer. Each of the 50 questions is given 1 ½ minutes. The exam will be available for 75 minutes.

Absolute integrity is expected from each student in all aspect of this course. Cheating on exam will not be tolerated. Students may be dismissed from the program for violation of academic integrity. Exams are not open-book. No notes, books, papers, or aids are to be used during the exam. Students are also expected to work individually and submit the test within the allotted time frame.

Exams will be set up using the Honorlock service. Directions for how to use Honorlock will be posted (at a later date) in the course in the getting started modules for more details.
Concept Analysis/Map

Each student will complete an individual paper or map demonstrating knowledge of the pathophysiological processes occurring in one of the most commonly occurring primary care concerns. The topics will be listed under Assignments. Each topic can be chosen by only one student. Post your chosen topic under Concept Analysis Topic under Discussion Board to secure your topic. Papers/Maps will be shared with other students in the class as a way to enhance everyone’s learning. You will need to submit your Concept Analysis Paper or Map via dropbox. Please refer to Concept Analysis Paper or Map under Assignments for specific details on assignment.

Course Activity - Discussion Board

For this online nursing course, you are completing 15 weeks of classroom time, course work, and assignments online. The following has been prepared to clarify weekly discussion requirements and grading for students participating in online nursing courses.

The purpose of the Discussions is to develop a scholarly and dynamic exchange between you, faculty, and other students in the course promoting an active and engaging online learning community. Your success and the success of your classmates in a positive learning environment are dependent on discussion participation and timely completion of assignments.

Discussion Requirements:

- Students are expected to participate in module discussions on at least three separate days out of seven in the electronic week when responses are also due.
- The weekly posts consist of one Main post and a minimum of two response to peers (unless otherwise stated within the module). All will need to be posted on separate days.
- The electronic week begins on Monday at 12:01 am CST and ends on Sunday at 12 midnight CST.
- There are no “make-ups” for not posting to the Discussions. If you need to be away or do not have computer access, you need to make alternative arrangements for participation and actively engaging in the course to meet discussion requirements.
- Students must post a Main post to the Discussion board each week a discussion is due on or before Thursday at 1159 CST (See calendar for exact due dates as there are some modules that go over 2 weeks).
- A grade of “0” will be earned on the timing section of the discussion grading rubric for not having the Main post completed on or before Thursday each week a discussion is due ensuring that all students have the opportunity for active learning and engagement with peers and course faculty.
- Students must read and respond to a minimum of two peer post each week (unless otherwise stated within the module) a discussion is due.
- Students must provide references in current APA format for all posts and responses.
• It is recommended that you prepare your discussion posts in Microsoft Word and then copy and paste into the BRIGHTSPACE discussion. This is because BRIGHTSPACE ‘times out’.
• All discussions posted must reflect proficient writing standards.
• Posts must be in the correct Discussion board or no points will be awarded.
• See Discussion rubric for more details.

**Tips for postings**

• Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience. Citation and reference required.
• Address the questions as much as possible.
• It is ok to use quotes from the articles that support your postings. Include page numbers when you do that. Paraphrasing does not require page numbers or quotes.
• Build on others’ responses to create threads.
• Bring in related prior knowledge (work experience, prior coursework, readings, etc.).
• Use proper etiquette (address your peer by name, proper language, typing, etc.).

**Course Activity- Dropbox/Case Studies**

• Dropbox assignments are due to the corresponding Dropbox heading by 1159 on the due date.
• APA format is not required for worksheets/assignments in Dropbox, except the Concept Map/Paper will require APA format, citations, and references.
• All Dropbox assignments posted must reflect proficient writing standards.
• There are no “make-ups” for not completing the Dropbox assignment on time. If you need to be away or do not have computer access, you need to make alternative arrangements for meeting Dropbox assignment requirements

**POLICIES (found on the SON webpage under student resources)**

• **Attendance Policy**: Your participation in class is expected, essential to the learning experience and your contribution is valued.

• **Evaluation Input from Students**: The faculty of the School of Nursing places great value on evaluative input from students. Evaluation of courses, instructors, and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for the courses are posted on-line. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not
released until after grades are submitted. No names are available to faculty at any time. In order to garner some reliability and validity, the College must have representative data from the student population. The representation based on the literature has been set at 70%. The College is anticipating that the students with thoughtfully participate in the evaluation process which will assist the faculty with the growth of the programs. A link to the evaluation will be available on BRIGHTSPACE toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

- **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 (Course Grades in IHOP 02-206)**
  Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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 to compute the grade point average. For additional information, go to [https://www.sfasu.edu/docs/hops/02-206.pdf](https://www.sfasu.edu/docs/hops/02-206.pdf).

- **Students with Disabilities:** To obtain disability-related accommodations, alternate formats, and/or auxiliary aides, 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/)

- **Acceptable Student Behavior** (see Policy and Procedures link under resources on the DeWitt School of Nursing Homepage) Course behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Students are expected to abide by the SFASU Student Code of Conduct ([https://www.sfasu.edu/docs/hops/04-106.pdf](https://www.sfasu.edu/docs/hops/04-106.pdf)). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be subject to judicial, academic, or other penalties. The prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the on-line classroom. Students who do not access the course 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. *Exams are secure, no printing, copying, or writing questions down for outside use is permitted.*

- **Communication with Instructor:** The Instructor will communicate with students about the course through the use of BRIGHTSPACE Students are required to check this site at least three times a week (daily is recommended) for announcements and posted material and are responsible for information posted in BRIGHTSPACE. Grades will be posted electronically. Students are highly recommended to make appointments to speak with the instructor if making less than 80 on any test well in advance of the following test.
• **Self-Plagiarism**
  As a student, self-plagiarism is the presentation of your own previously completed work as an original and is considered unethical (APA, 2021). In specific circumstances, students may wish to duplicate their written work; however, appropriate notation of previous work is required. Normally, if one is repeating a course in the nursing program and the student previously successfully completed the assignment, but is required to complete the assignment again as part of the course work, the vast majority of the assignment should constitute new work for the student. If the student needs to add a small segment of the work to any assignment, it should be noted in the new document. For example, "As discussed in the Spring 2021 assignment XYZ, COVID-19 vaccinations are essential for promoting public health (Name, 2021)." This clearly identifies the student's intent to point the reader to the previous document.

• **Artificial Intelligence**
  A note about all assignments in this course: ChatGPT and any other forms of Artificial Intelligence (AI) may not be used for any assignment in this course. The use of Grammarly for editing is appropriate.

• **DeWitt School of Nursing Policies**
  To access the SON’s student policies, follow this link:

• **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
The Dean of Students Office (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

References