

# NUR 315: Pathophysiology for Practicing Nurses

## ANDERSON UNIVERSITY, ANDERSON, SC

<b>I. COURSE INFORMATION</b>	<b>NUR 315: Pathophysiology for Practicing Nurses</b> <b>Credit Hours: 3</b> <b>Course Description:</b> insert course description <b>Prerequisites: None</b>
<b>About the Course:</b> This is a <b>flex program</b> course formatted in a seven-week term, starting on _____ and ending on _____. All course material is due the final date of the course. The suggested due dates/pace guides for application assignments in the modular path and projects in the major projects path will be posted on CANVAS. Make sure to check in with your journey coach and instructor routinely throughout the term. (The recommended time for course work per week is 18-20 hours, including reading and assignments).	
<b>II. INSTRUCTOR INFORMATION</b>	<b>Name:</b> <b>Title:</b> <b>Telephone:</b> <b>Office Hours/Best Time to Contact:</b> I will be available for individual conferences by appointment only. I will also be available via email, text, or phone. If you send me emails, I will do my best to respond promptly, but if you have not heard from me within 48 hours, please contact me again. <b>Office Location:</b> Online via Canvas <b>Email:</b>
<b>III. REQUIRED MATERIALS</b>	<b>Textbook:</b> <b>Additional Materials:</b> Headset with/microphone; Webcam (integrated or standalone)
<b>Technology Expectations:</b>	Students should have a reliable computer and Internet in order to access course materials and complete assignments. Since this course is web-based, there are some expectations as to technical skills, which include uploading, downloading, and general computer skills. Instructors may require additional software or hardware.

<b>Online Time Expectation:</b>	<p>In college classes, there is a general expectation that learners will need to spend two hours out of class for every hour in the classroom. Therefore, in an online 14-week class, you should expect to work on your course for a minimum of 9 hours each week. For an online 7-week class, you should expect to work on your course for a minimum of 18 hours each week.</p>
<b>Learner Expectations:</b>	<p>In your online courses, you are expected to be an active participant in the course. Even though you may not see your classmates and instructor, AU online and blended courses are designed to include discussion and other forms of collaboration and communication. You should be willing and ready to regularly communicate with classmates and instructors online. You will participate in weekly activities in your courses. You will need to log into your course and check your official Anderson University email account daily. Doing so will allow you to view announcements, participate in class activities, assignments, online discussions, and complete assessments. You are expected to complete all assignments, quizzes, tests, and any other activities by the due date. If difficulties or unforeseen circumstances arise during the course term, please contact the instructor promptly so that accommodations can be arranged.</p> <p>Also, remember to use proper “network etiquette” when communicating with our peers. See the website, <a href="http://www.albion.com/netiquette/corerules.html">http://www.albion.com/netiquette/corerules.html</a> (Links to an external site.) pertaining to “netiquette”. We will be respectful and mindful of one another in this course. Please remember that we all have different opinions and it is ok to disagree but it is important to do so in a respectful manner.</p> <p>Do <i>not</i> hesitate to ask questions. You are strongly encouraged to contact your instructor if you have course related questions regarding course concepts, assignments, and feedback provided to you. It is recommended that you contact your instructor using email or canvas well in advance of the due date. Also, your instructors have set aside specific times to be available for phone conferences or chat sessions if you need additional course-related support. When you email questions one of your instructors refer to the course syllabus to view their policy on response time.</p>
<b>GETTING STARTED:</b>	<p>Click on the “<b>Getting Started</b>” link in your course.</p> <p><b>Getting Started:</b> This course is built using modules, so you'll find everything needed for our program in the Modules tab in the left sidebar. Each module has an overview, so you'll want to start</p>

	with Module 1 Overview. There's also a Syllabus page used to give you an overview of the course.
<b>IV. COURSE PURPOSE, COMPETENCIES, GOALS, AND OUTCOMES</b>	<a href="#">Click Here For A Complete Listing in Appendix A</a>
<b>IDEA Student Learning Outcomes:</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>· Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</li> </ul> <p><b>Important</b></p> <ul style="list-style-type: none"> <li>· Learning to apply course material (to improve thinking, problem solving, and decisions)</li> <li>· Developing skill in expressing oneself orally or in writing</li> <li>· Learning to apply knowledge and skills to benefit others or serve the public good.</li> </ul>
<b>V. CONTENT OUTLINE AND METHODS OF INSTRUCTION</b>	<p><b><u>Content Outline:</u></b></p> <p><a href="#">See Appendix A</a></p> <p><b>Modular Expectations:</b></p> <p>The student will work through five modules at personalized pace (do not have to accelerate if student does not want to, follow pacing guides) as well over the term. Each module has an overview with specific competencies, resources, and assignments. Each module can typically be completed in one week or sooner. Students will still meet with their instructor and peers during a web conference session each week and with the Journey Coach weekly as well.</p> <p><b><u>Methods of Instruction:</u></b> This is an online classroom. We will have textbook chapter readings, lecture notes, as well as short videos to view on specific topics for each module. Students will participate in weekly zoom sessions.</p> <p>To assist students with learning proper APA formatting, there will be resources provided and students may be responsible for completing a quiz on the content.</p>

<b>VI. METHODS OF ASSESSING ACHIEVEMENT OF LEARNING OUTCOMES</b>	<b><u>Graded Projects</u></b>  <b>* See Pacing Guides for suggested due dates for all application assignments and/or major projects. There will also be "suggested due dates" to guide you on completion of your assignments. These do not hold any late penalties but are there to aid you in staying on pace for the course.</b>
--	--

## **VII. STUDENT FEEDBACK AND GRADING POLICIES AND PROCEDURES**

### **Required Course Evaluations**

Evaluation of the course is required by the AUSON. These evaluations are implemented through the IDEA process that is utilized at Anderson University. Evaluation of the course, clinical site, and clinical faculty are of utmost importance for two reasons: (1) to implement quality improvement within our course, processes and policies; (2) to provide evidence required by our nursing approval and accrediting agencies that standards are being met. It is the student's obligation to provide evaluations, and conversely it is the AUSON's obligation to provide nursing knowledge and content at the appropriate level for the preparation of the professional nurse.

**Grading Scale:** Grades are calculated from an accumulation of points. Points will be added and then converted to a % to form the final grade.

### **Anderson University School of Nursing Grading Scale**

92 – 100	A
84 – 91	B
75 – 83	C
≤ 74	F

***A letter grade of "C" is required for passing all nursing courses. Please refer to the BSN Student Handbook.***

### Graded Assignments for this course

Activity Types	Points Possible
<b><u>Application Assignments</u></b>	<b><u>85% of Final Grade</u></b>
Module 1 Application Assignment # 1: Case Study The Hikers	15
Module 2 Application Assignment # 1	10
Module 2 Application Assignment # 2 Diagnostic Imaging	10
Module 3 Application Assignment # 1: Medication case studies and quality improvement	25
Module 4 Application Assignment #1: Differential Diagnosis	15
Module 5 Application Assignment # 1: Chronic Disease Case Study	25
Module 5 Application Assignment #2: Video Response COPD	10
<b><u>Zoom Sessions</u></b>	<b><u>15% of Final Grade</u></b>
4 Zoom Sessions 5 points each	20
<b>Total Possible Points</b>	<b>130</b>

### **Demonstration of Proficiency:**

Students will have two opportunities to demonstrate proficiency of the modular assignments. If the student does not demonstrate proficiency in the allotted time, a grade of 0 will be given for that assignment and will count toward the student's final grade for the course.

- **Module Path Pacing Guide**

<b><u>Module</u></b>	<b><u>Assignments</u></b>	<b><u>Suggested Due Date and Time</u></b>
Module 1	Zoom Session  Introduce Yourself  Module 1 Application Assignment 1	<ul style="list-style-type: none"><li>o Zoom session, dates will be chosen by instructor for the week.</li><li>o Introduce yourself completed by Tuesday of the first week.</li><li>o Module 1 Application Assignment 1 completed by first week of term</li></ul>
Module 2	Zoom Session  Module 2 Application Assignment 1  Module 2 Application Assignment 2	<ul style="list-style-type: none"><li>o Zoom session, dates will be chosen by instructor for the week.</li><li>o Module 2 Application Assignment 1 and 2 completed by second week of term</li></ul>
Module 3	Zoom Session  Module 3 Application Assignment 1	<ul style="list-style-type: none"><li>o Zoom session, dates will be chosen by instructor for the week.</li><li>o Module 3 Application Assignment 1 completed by third week of term</li></ul>
Module 4	Zoom Session	<ul style="list-style-type: none"><li>o Zoom session, dates will be chosen by instructor for the week.</li></ul>

	Module 4 Application Assignment 1	o Module 4 Application Assignment 1 completed by fourth week of term
Module 5	Zoom Session  Module 5 Application Assignment 1  Module 5 Application Assignment 2	o Zoom session, dates will be chosen by instructor for the week.  o Module 5 Application Assignment 1 and 2 completed by fifth week of term

***\*These are suggested due dates, you are allowed to complete assignments at your pace, but everything must be submitted before the final day of the course.***

**There will be "suggested due dates" to guide you on completion of your assignments. These do not hold any late penalties but are there to aid you in staying on pace for the course.**

### **Rubrics**

Rubrics will be provided in each course for all written assignments. All written assignments are to be completed in APA writing style unless otherwise noted by the course instructor.

### **APA Instructions**

The Anderson University School of Nursing uses the Publication Manual of the American Psychology Association (APA), latest edition, to give credit where credit is due and to offer guidelines for standards in expression and formatting of formal written work. Students in the Anderson University School of Nursing should use APA style in all their assignments.

Faculty do not want to diminish the importance of content by placing undue focus on APA formatting during the grading process. However, faculty believe that competence in APA format in professional writing is an essential skill for graduates of AU. Key items that faculty members will consider for APA style when reviewing assignments submitted in Canvas include the following:

- Title page
- Running head, header
- Double-spaced

- In-text citations
- Reference sheet, alphabetized and formatted correctly
- Indented paragraphs
- Properly formatted quotations
- Font size/type
- Third person narrative
- Margins

Penalties for APA formatting non-compliance is determined by the faculty. The assignment grading rubric, provided by your instructor, indicates potential points given for APA format. Faculty will determine a penalty for the first incidence of incorrect APA format (for example, incorrect margins), according to the rubric. Students should be aware that repeated APA infractions for the same problem (for example, repeatedly using incorrect margins) can result in increased assignment penalties, up to receiving a zero (0) for the assignment.

### **Channel of Communication**

Regular feedback about course concerns from students to faculty is welcomed. Any concerns related to a specific professor should first be discussed with the professor involved. If the situation remains unresolved, the next approach is to contact the program coordinator Ms. Andrea Raines by phone at 864-231-5518 or by email at [araines@andersonuniversity.edu](mailto:araines@andersonuniversity.edu). If the situation remains unresolved, the next approach is to contact the Interim Undergraduate Chair Dr. Cindy Cross by phone at 864-231-XXXX or by email at [ccross@andersonuniversity.edu](mailto:ccross@andersonuniversity.edu).

STUDENT FEEDBACK	Students can expect the instructor to respond to emails within 24-48 hours. Students can expect the instructor to grade an assignment, at times provide feedback comments, and update the Canvas grade-book within 7-10 days after the due date, but preferably 3-5 days for accelerated courses (depends upon scope and nature of the assignment as well as length of course). Students can access grades by logging into Canvas (located in the online course on the left control panel).
---------------------	---

## **VIII. COMPUTER AND INFORMATION TECHNOLOGY USAGE**

**University Email:** All students are assigned and expected to maintain an e-mail address on the Anderson University e-mail system. Learners are expected to check their e-mail several times each week in an online course. Students are responsible for all material, assignments, and announcements sent by e-mail. Ignorance of course requirements, instructor statements and directions, and University announcements or policy statements sent through University e-mail is not an acceptable excuse



## Technical Support

If you encounter technical support issues (e.g., LMS is unavailable, username and password are not working), you should immediately contact the IT Help Desk. In your communication with the IT Department, be sure to describe the nature of your problem with as much detail as possible so they can provide the best possible assistance. You are encouraged to first contact the IT Help Desk using the web-based support system listed below. If you are unable to login to the system, you can reach them via phone.

**Help Desk Website:** <https://helpdesk.andersonuniversity.edu>

**Help Desk Phone:** (864) 231-2859

## Course Related Support

If you encounter problems in your online or blended course are beyond technical problems, contact the Center for Innovation and Digital Learning (CIDL). The CIDL manages online and blended learning at AU. The following issues are valid reasons to immediately contact the CIDL:

- An online exam or assignment is supposed to be open or made available and it is not (contact the instructor first)
- Instructor fails to respond to student questions more than 4 days.
- Instructor has not provided any grades or feedback 2+ weeks past the submission deadline.
- The instructor is not participating in the course at all.

**CIDL Website:** <https://www.aucidl.com>

**CIDL Phone:** (864) 231-2199

## 1. COURSE POLICIES

**Class Participation/Attendance:** This is an accelerated self-paced course situated within a seven-week format and a significant amount of material is covered within each module. It is important that each student participate actively in class zoom sessions/activities. Attendance is based on your mandatory for this course. Since this is an online course, students should sign in frequently throughout each week. If a student misses work for two consecutive weeks, it will be determined that they are no longer participating in the course will be dropped from the course. If the student is aware of extenuating circumstances that will interfere with this course, please notify the instructor as soon as possible. If there are issues beyond the student's control that prohibits them from completing their class work (i.e. death of loved one, hospitalization), please notify the instructor as soon as possible to make appropriate arrangements.

**Academic Dishonesty:** Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. The University faculty's expectations define the following areas that would violate Academic Honesty: plagiarism, fabrication, cheating, and academic misconduct. The policy, process, and penalties, for academic dishonesty are described in the University Catalog. (.285,). See a more detailed description of this issue in the Student Handbook, (42-45) located at <http://www.andersonuniversity.edu/campus/student-handbook> (Links to an external site.).

### **Statement on Disabilities and Academic Adjustments**

If you have a disability that may interfere with your learning, testing, or assignment completion in this course, you may be eligible to receive an academic adjustment to help provide you with an equal opportunity to participate in and benefit from this course. Please contact the staff of the Center for Student Success (<http://www.andersonuniversity.edu/student-success> (Links to an external site.)) who will advise you on appropriate documentation, determine reasonable adjustments, and notify me of any adjustments for which you are eligible. Once you have been approved for an academic adjustment through the Center for Student Success, please discuss with me its appropriate implementation in this course. Documentation must meet the guidelines specified by university policy, and no one else can be notified of your disability or adjustment without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive an adjustment. Changes cannot be made to grades earned before a student has requested an adjustment, so please attend to this early in the semester.

**Withdrawal Deadlines for the Course: The last day to drop with NO GRADE and NO CHARGE is \_\_\_\_\_.** **The last day to withdraw with a Grade of "W" is \_\_\_\_\_.**

## **1. LEARNING FACILITIES AND RESOURCES AVAILABLE**

### **Thrift Library**

Monday through Thursday - 7:45 a.m. to midnight; Friday - 7:45 a.m.to 5:00 p.m; Saturday - 11:00 a.m.to 5:00 p.m; and Sunday - 3:00 p.m to midnight (Closed on all university holidays.)

Mrs. Betsy Elsner, MLIS

Reference and Technology Librarian

Phone: 864-231-2050

[belsner@andersonuniversity.edu](mailto:belsner@andersonuniversity.edu)

<http://www.andersonuniversity.edu/library> (Links to an external site.)

**Computer Labs** located in Vandiver (first floor) and Bunton (Thrift Library basement)

### **The Writing Center**

**NEW:** The Writing Center and the Center for Innovation and Digital Learning are excited to announce the launch of the AU Online Writing Center. There is an option for live chat support or assignment-drop off, and there are helpful resources located on the site (built within Canvas). This is currently *only* for students in online classes.

<http://bit.ly/auwriting> (Links to an external site.)

The **Center for Student Success** is located on the third floor of the Thrift Library. The Center provides support for academic assistance, tutoring services, as well as study skills seminars. Call 864-328-1420 to contact the Center or visit their website at <http://www.andersonuniversity.edu/student-success> (Links to an external site.).

### **Appendix A:**

### **COURSE PURPOSE, GOALS, AND OUTCOMES**

**Purpose:** This pathophysiology course will build upon prior nursing knowledge with modules that focus on lab evaluations, diagnostic testing, medication evaluations, differential diagnoses, and chronic disease management.

### **Goals:**

#### **Overarching Goals**

At the completion of the course, the student will be able to:

- Outline important diagnostic tests needed to evaluate a particular medical diagnosis.
- Summarize evidence-based practice guidelines for a particular diagnosis or disease state and relate this to their clinical setting.
- Explain the role of a professional nurse as a critical thinker and teacher when administering drugs for various categories of diseases.
- Discuss the importance of formulating differential diagnoses when assessing patients.
- Utilize evidence-based practice guidelines to define the etiology of a disease and answer specific questions regarding the treatment of the disease.

#### **Learning Outcomes**

At the completion of the course, the student will be able to:

- Integrate concepts and ways of knowing from the sciences and build upon these in identifying the effects of physiological alterations on normal body functioning. D (BSN Essential – I)

- Identify protective and predictive factors, including genetics, which influence the health of individuals, families, and populations. (BSN Essential – VII)
- Understand variations of increased complexity, based on pathophysiological alterations, across the lifespan.
- Apply pathophysiologic knowledge to patient-centered care anticipating a result of improved safety outcomes.
- Appreciate personal growth and actions based on Christian values.

### **IDEA Student Learning Outcomes:**

#### **Essential**

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

#### **Important**

- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing skill in expressing oneself orally or in writing
- Learning to apply knowledge and skills to benefit others or serve the public good.

### **Module Learning Outcomes:**

## Module 1

Assignment Name	Learning Objectives	BSN Essentials	QSEN Competency	Program Objective/BSN Student Outcomes
Module 1 Application Assignment # 1: Case Study The Hikers	1. The student will outline important laboratory tests needed for evaluation of selected medical conditions  2. The student will identify the effects of physiologic alterations in normal body functions.	VII	EBP	PO 2 PO 3 SO 5

## Module 2

Assignment Name	Learning Objectives	BSN Essentials	QSEN Competency	Program Objective/BSN Student Outcomes
Module 2 Application Assignment # 1	1. The student will be able to summarize	IX	PCC	PO1 SO8

Module 2 Application Assignment # 2 Diagnostic Imaging	evidence-based practice guidelines for a particular diagnosis or disease state and relate this to a particular diagnostic tool.  2. The student will appreciate personal growth and actions based on Christian values	II, III	EBP	PO2  SO5
--	--	---------	-----	----------------

### Module 3

Assignment Name	Learning Objectives	BSN Essentials	QSEN Competency	Program Objective/BSN Student Outcomes
-----------------	---------------------	----------------	-----------------	--

### Module 4

Assignment Name	Learning Objectives	BSN Essentials	QSEN Competency	Program Objective/BSN Student Outcomes
Module 4 Application Assignment #1: Differential Diagnosis	1. The student will be able to construct teaching materials incorporating concepts of differential diagnoses.  2. The student will understand variations of increased	III	EBP	PO3  SO3  SO6

	complexity based on physiologic alterations			
--	---	--	--	--

## Module 5

Assignment Name	Learning Objectives	BSN Essentials	QSEN Competency	Program Objective/BSN Student Outcomes
Module 5 Application Assignment # 1: Chronic Disease Case Study	1. The student will utilize evidence-based practice guidelines to define the etiology of various chronic diseases and apply this to the treatment process.	IV	EBP	PO2 PO3 SO2 SO5 SO6
Module 5 Application Assignment #2: Video Response COPD	2. The student will identify protective and predictive factors including genetics that influences the health of people.	IV, VIII	EBP	PO2 SO9