



COLORADO STATE UNIVERSITY
— GLOBAL —

BIO216: HUMAN PATHOPHYSIOLOGY

Credit Hours: 4

Contact Hours: This is a 4-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 18-24 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

Focuses on the alterations in physiological, cellular, and biochemical processes, the associated homeostatic responses, and the manifestations of disease. Prior knowledge of cellular biology, anatomy, and physiology is essential for the study of pathophysiology. Prerequisites: BIO 200 and BIO 202

Course Overview:

In this course, students will focus on the alterations in physiological, cellular, and biochemical processes, the associated homeostatic responses, and the manifestations of disease. Prior knowledge of cellular biology, anatomy, and physiology is essential for the study of pathophysiology.

Course Learning Outcomes:

1. Explain the etiology of disease states and imbalances.
2. Analyze how health deviations alter normal physiology.
3. Describe the alterations in cells, tissues, and organs that occur with disease and the effects they have on total body function.
4. Relate the manifestations of diseases to their underlying cellular mechanisms.
5. Understand risk factors and interventions to maintain good health and slow disease progression in humans.
6. Apply your pathophysiology knowledge to decision making on case studies.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first seven days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Sorenson, M., Quinn, L., Klein, D. (2019). *Pathophysiology: Concepts of human disease*. Hoboken, New Jersey: Pearson Education. ISBN: 9780133414783

Pearson MyLab|Nursing

0134746783 / 9780134746784 *MyNursingLab with Pearson eText 2.0- Access Card - for Pathophysiology, 1/e*

NOTE: All non-textbook required readings, MyLabNursing, or materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

Required:

- Chapters 1, 3, 3 & 4 in *Pathophysiology: Concepts of Human Disease*
- Donley N. (2019). The USA lags behind other agricultural nations in banning harmful pesticides. *Environmental health: a global access science source*, 18(1), 44. doi:10.1186/s12940-019-0488-0 Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/31170989>

- Flintz, A. (2019, January 7). These food additives banned in Europe are still allowed in U.S. foods. *Well insiders*. Retrieved from <https://wellinsiders.com/these-food-additives-banned-in-europe-are-still-allowed-in-u-s-foods/>
- The Human Genome Project. (n.d.). Retrieved from <https://www.genome.gov/human-genome-project>

Recommended:

- Bawa, A. S., & Anilakumar, K. R. (2013). Genetically modified foods: Safety, risks and public concerns-a review. *Journal of food science and technology*, 50(6), 1035–1046. doi:10.1007/s13197-012-0899-1 Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3791249/>
- Brosschot J. F. (2017). Ever at the ready for events that never happen. *European journal of psychotraumatology*, 8(1), 1309934. doi:10.1080/20008198.2017.1309934 Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5399990/>

Discussion (25 points)

Critical Thinking: MyLab for Nursing: M.2 Decision Making Case Genetics and Genomics (40 points)

1. Log in to MyLab and select the DMC
2. Read the Electronic Health Record
3. Answer the Decision-Making Questions (this is a graded assignment)
4. Write up the SBAR and save to your Portfolio project.

Note: An SBAR report stands for Situation - Background - Assessment - Recommendation. This report provides the typical framework for communication among healthcare team members. Each report will include:

- a clear, brief description of the situation
- a background of the relevant information needed to make an informed decision
- a statement of your professional conclusion
- your recommendations for the individual

Portfolio Milestone (40 points)

Each week you will choose one of your case studies and write an SBAR report. Once you open your case study and arrive on the “Case Introduction” screen, you will see SBAR in the menu on the left. This will provide you with the template. When complete, the SBAR will be submitted through Canvas each week. Your final portfolio project will consist of 8 SBAR reports.

Module 2

Readings

Required:

- Chapters 5, 6, 7, 8, & 9 in *Pathophysiology: Concepts of Human Disease*
- Casimir, G. J., Lefèvre, N., Corazza, F., Duchateau, J., & Chamekh, M. (2018). The acid-base balance and gender in inflammation: A mini-review. *Frontiers in immunology*, 9, 475.

doi:10.3389/fimmu.2018.00475 Retrieved from
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5854649/>

- Cecchini M. (2018). Use of healthcare services and expenditure in the US in 2025: The effect of obesity and morbid obesity. *PloS one*, 13(11), e0206703. doi:10.1371/journal.pone.0206703

Recommended:

- Besedovsky, L., Lange, T., & Haack, M. (2019). The sleep-immune crosstalk in health and disease. *Physiological reviews*, 99(3), 1325–1380. doi:10.1152/physrev.00010.2018 Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6689741/>
- Castro, A.M., Macedo-de la Concha, L.E. & Pantoja-Meléndez, C.A. (2017, April-June). Low-grade inflammation and its relation to obesity and chronic degenerative diseases. *Revista Médica del Hospital General de México*, 80(2), 101-105.DOI: <https://doi.org/10.1016/j.hgmx.2016.06.011>.
- St Helen, G., & Eaton, D. L. (2018). Public health consequences of e-cigarette use. *JAMA internal medicine*, 178(7), 984–986. doi:10.1001/jamainternmed.2018.1600 Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6260959/>

Discussion (25 points)

Critical Thinking: MyLab for Nursing: Decision Making Case Obesity (40 points) Both Must be Completed

1. Log in to MyLab and select the DMC
2. Read the Electronic Health Record
3. Answer the Decision-Making Questions (this is a graded assignment)
4. Write up the SBAR and save to your Portfolio project.

Note: An SBAR report stands for Situation - Background - Assessment - Recommendation. This report provides the typical framework for communication among healthcare team members. Each report will include:

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- a background of the relevant information needed to make an informed decision
- a statement of your professional conclusion
- your recommendations for the individual

Critical Thinking: MyLab for Nursing: Decision Making Case Type 1 Diabetes Mellitus (T1DM) Both Must be Completed

1. Log in to MyLab and select the DMC
2. Read the Electronic Health Record
3. Answer the Decision-Making Questions (this is a graded assignment)
4. Write up the SBAR and save to your Portfolio project.

Note: An SBAR report stands for Situation - Background - Assessment - Recommendation. This report provides the typical framework for communication among healthcare team members. Each report will include:

- a clear, brief description of the situation
- a background of the relevant information needed to make an informed decision
- a statement of your professional conclusion

- your recommendations for the individual

Portfolio Milestone (40 points)

Each week you will choose one of your case studies and write an SBAR report. Once you open your case study and arrive on the “Case Introduction” screen, you will see SBAR in the menu on the left. This will provide you with the template. When complete, the SBAR will be submitted through Canvas each week. Your final portfolio project will consist of eight SBAR reports.

Module 3

Readings

Required:

- Chapters 10, 11, 34, & 36 in Pathophysiology: Concepts of Human Disease
- Hirsch R. (2017). The opioid epidemic: It's time to place blame where it belongs. *Missouri medicine*, 114(2), 82–90. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6140023/>
- Levy, N., Mills, P., & Rockett, M. (2019). Post-surgical pain management: time for a paradigm shift. *British journal of anaesthesia*, 123(2), e182–e186. doi:10.1016/j.bja.2019.05.031 Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6676157/>
- Tick, H., Nielsen, A., Pelletier, K. R., Bonakdar, R., Simmons, S., Glick, R., Ratner, E., Lemmon, R. L., Wayne, P., Zador, V. (2018, May-June). Evidence-based nonpharmacologic strategies for comprehensive pain care: The Consortium Pain Task Force white paper. *Explore*, 14(3), 177–211. <https://doi.org/10.1016/j.explore.2018.02.001>

Recommended:

- Chen, L., Deng, H., Cui, H., Fang, J., Zuo, Z., Deng, J., Yinglun, L., Wang, X., & Zhao, L. (2017). Inflammatory responses and inflammation-associated diseases in organs. *Oncotarget*, 9(6), 7204–7218. doi:10.18632/oncotarget.23208 Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5805548/>
- Common inflammatory skin disorders. (n.d.). Retrieved from <https://www.lifeextension.com/protocols/skin-nails-hair/skin-disorders#>
- Landmark \$270 million opioid lawsuit settlement opens door for dozens of pending cases. (2019, April). Retrieved from <https://www.healio.com/rheumatology/practice-management/news/print/healio-rheumatology/{9563752c-75d5-47ea-ae5d-49d41645ff4e}/landmark-270-million-opioid-lawsuit-settlement-opens-door-for-dozens-of-pending-cases>
- National Capital Poison Center. (n.d.). History of the opioid epidemic: How did we get here? Retrieved from <https://www.poisson.org/articles/opioid-epidemic-history-and-prescribing-patterns-182>
- St Helen, G., & Eaton, D. L. (2018). Public Health Consequences of e-Cigarette Use. *JAMA internal medicine*, 178(7), 984–986. doi:10.1001/jamainternmed.2018.1600 Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6260959/>

Discussion (25 points)

Critical Thinking: Decision Making Case Inflammation – Asthma (40 points) Both Must be Completed

1. Log in to MyLab and select the DMC
2. Read the Electronic Health Record
3. Answer the Decision-Making Questions (this is a graded assignment)
4. Write up the SBAR and save to your Portfolio project.

Note: An SBAR report stands for Situation - Background - Assessment - Recommendation. This report provides the typical framework for communication among healthcare team members. Each report will include:

- a clear, brief description of the situation
- a background of the relevant information needed to make an informed decision
- a statement of your professional conclusion
- your recommendations for the individual

Critical Thinking: Decision Making Case Inflammation – Parkinson’s Both Must be Completed

1. Log in to MyLab and select the DMC
2. Read the Electronic Health Record
3. Answer the Decision-Making Questions (this is a graded assignment)
4. Write up the SBAR and save to your Portfolio project.

Note: An SBAR report stands for Situation - Background - Assessment - Recommendation. This report provides the typical framework for communication among healthcare team members. Each report will include:

- a clear, brief description of the situation
- a background of the relevant information needed to make an informed decision
- a statement of your professional conclusion
- your recommendations for the individual

Portfolio Milestone (40 points)

Each week you will choose one of your case studies and write an SBAR report. Once you open your case study and arrive on the “Case Introduction” screen, you will see SBAR in the menu on the left. This will provide you with the template. When complete, the SBAR will be submitted through Canvas each week. Your final portfolio project will consist of eight SBAR reports.

Module 4

Readings

Required:

- Chapters 13, 14, 15, & 16 in *Pathophysiology: Concepts of Human Disease*
- Hills, R. D., Jr, Pontefract, B. A., Mishcon, H. R., Black, C. A., Sutton, S. C., & Theberge, C. R. (2019). Gut microbiome: Profound implications for diet and disease. *Nutrients*, 11(7), 1613. doi:10.3390/nu11071613 Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6682904/>

- Mu, Q., Kirby, J., Reilly, C. M., & Luo, X. M. (2017). Leaky gut as a danger signal for autoimmune diseases. *Frontiers in immunology*, 8, 598. doi:10.3389/fimmu.2017.00598 Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5440529/>

Recommended:

- Cunningham-Rundles, C. (n.d.). Common variable immune deficiency. Retrieved from <https://rarediseases.org/rare-diseases/common-variable-immune-deficiency/>
- Schön M. P. (2019). Adaptive and innate immunity in psoriasis and other inflammatory disorders. *Frontiers in immunology*, 10, 1764. doi:10.3389/fimmu.2019.01764 Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6676248/>
- Tobias, E. (2018, April 24). Research reveals another possible Epstein-Barr virus link to MS. Retrieved from <https://multiplesclerosisnewstoday.com/2018/04/24/another-possible-ms-epstein-barr-virus-link-revealed/>

Discussion (25 points)

Critical Thinking: Decision Making Case Bacterial – Bacterial Pneumonia and Influenza A (40 points)

Decision Making Case Bacterial – Bacterial Pneumonia and Influenza A

1. Log in to MyLab and select the DMC
2. Read the Electronic Health Record
3. Answer the Decision-Making Questions (this is a graded assignment)
4. Write up the SBAR and save to your Portfolio project.

Note: An SBAR report stands for Situation - Background - Assessment - Recommendation. This report provides the typical framework for communication among healthcare team members. Each report will include:

- a clear, brief description of the situation
- a background of the relevant information needed to make an informed decision
- a statement of your professional conclusion
- your recommendations for the individual

Portfolio Milestone (40 points)

Each week you will choose one of your case studies and write an SBAR report. Once you open your case study and arrive on the “Case Introduction” screen, you will see SBAR in the menu on the left. This will provide you with the template. When complete, the SBAR will be submitted through Canvas each week. Your final portfolio project will consist of eight SBAR reports.

Module 5

Readings

Required:

- Chapters 17, 18, 19, & 20 in *Pathophysiology: Concepts of Human Disease*
- Bos, L. D., Martin-Loeches, I., Schultz, M.J. (2018, March). ARDS: challenges in patient care and frontiers in research. *European respiratory review*, 27(147), 170107. Retrieved from <https://err.ersjournals.com/content/27/147/170107.long>

- Yadav, H., Thompson, B. T., & Gajic, O. (2017). Fifty years of research in ARDS. Is acute respiratory distress syndrome a preventable disease? *American journal of respiratory and critical care medicine*, 195(6), 725-736. Retrieved from <https://www.atsjournals.org/doi/full/10.1164/rccm.201609-1767CI>

Recommended:

- Matthay, M. A., Zemans, R. L., Zimmerman, G. A., Arabi, Y. M., Beitler, J. R., Mercat, A., Herridge, M., Randolph, A. G. & Calfee, C. S. (2019). Acute respiratory distress syndrome. *Nature reviews. Disease primers*, 5(1), 18. doi:10.1038/s41572-019-0069-0 Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6709677/>
- Panzer, A. R., Lynch, S. V., Langelier, C., Christie, J. D., McCauley, K., Nelson, M., Cheung, C. K., Benowitz, N. L., Cohen, M. J., & Calfee, C. S. (2018). Lung microbiota is related to smoking status and to development of acute respiratory distress syndrome in critically ill trauma patients. *American journal of respiratory and critical care medicine*, 197(5), 621–631. doi:10.1164/rccm.201702-0441OC Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6005235/>

Discussion (25 points)

Critical Thinking: Decision Making Case Bacterial - Viral Pneumonia (40 points)

1. Log in to MyLab and select the DMC
2. Read the Electronic Health Record
3. Answer the Decision-Making Questions (this is a graded assignment)
4. Write up the SBAR and save to your Portfolio project.

Note: An SBAR report stands for Situation - Background - Assessment - Recommendation. This report provides the typical framework for communication among healthcare team members. Each report will include:

- a clear, brief description of the situation
- a background of the relevant information needed to make an informed decision
- a statement of your professional conclusion
- your recommendations for the individual

Portfolio Milestone (40 points)

Each week you will choose one of your case studies and write an SBAR report. Once you open your case study and arrive on the “Case Introduction” screen, you will see SBAR in the menu on the left. This will provide you with the template. When complete, the SBAR will be submitted through Canvas each week. Your final portfolio project will consist of eight SBAR reports.

Module 6

Readings

Required:

- Chapters 22, 23, 24, 25, 26, & 27 *Pathophysiology: Concepts of Human Disease*
Note: skip pp. 588-603

- Dubroff, R. (2015). Cholesterol confusion and statin controversy. *World Journal of Cardiology*, 7(7), 404. doi: 10.4330/wjc.v7.i7.404 Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4513492/>
- Kwon, D. (2018, June 13). Targeting Inflammation may protect and restore the brain after stroke. Retrieved from <https://www.scientificamerican.com/article/targeting-inflammation-may-protect-and-restore-the-brain-after-stroke/>

Recommended:

- Guzik, T. & Touyz, R. (2017). Oxidative stress, inflammation, and vascular aging in hypertension. *Hypertension*, 70(4): 660-667. Retrieved from https://www.ahajournals.org/doi/full/10.1161/HYPERTENSIONAHA.117.07802?url_ver=Z39.88-2003&rfr_id=ori:rid:crossref.org&rfr_dat=cr_pub%3dpubmed
- Van Linthout, S., & Tschöpe, C. (2017). Inflammation - Cause or consequence of heart failure or both? *Current heart failure reports*, 14(4), 251–265. doi:10.1007/s11897-017-0337-9 Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5527060/>

Discussion (25 points)

Critical Thinking: Decision Making Case Cardiac Structural Disorders (40 points)

1. Log in to MyLab and select the DMC
2. Read the Electronic Health Record
3. Answer the Decision-Making Questions (this is a graded assignment)
4. Write up the SBAR and save to your Portfolio project.

Note: An SBAR report stands for Situation - Background - Assessment - Recommendation. This report provides the typical framework for communication among healthcare team members. Each report will include:

- a clear, brief description of the situation
- a background of the relevant information needed to make an informed decision
- a statement of your professional conclusion
- your recommendations for the individual

Portfolio Milestone (40 points)

Each week you will choose one of your case studies and write an SBAR report. Once you open your case study and arrive on the “Case Introduction” screen, you will see SBAR in the menu on the left. This will provide you with the template. When complete, the SBAR will be submitted through Canvas each week. Your final portfolio project will consist of eight SBAR reports.

Module 7

Readings

Required:

- Chapters 42, 43, 44, 45, & 46 in Pathophysiology: Concepts of Human Disease
- Liang, S., Wu, X., & Jin, F. (2018, 09). Gut-brain psychology: Rethinking psychology from the microbiota–gut–brain axis. *Frontiers in Integrative Neuroscience*, 12.

doi:10.3389/fnint.2018.00033 Retrieved from
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6142822/>
<https://www.frontiersin.org/articles/10.3389/fimmu.2017.00598/full>

- Mu, Q., Kirby, J., Reilly, C. M., & Luo, X. M. (2017). Leaky gut as a danger signal for autoimmune diseases. *Frontiers in Immunology*, 8. doi:10.3389/fimmu.2017.00598 Retrieved from <https://www.frontiersin.org/articles/10.3389/fimmu.2017.00598/full>

Recommended:

- Acevedo, J. G., & Cramp, M. E. (2017). Hepatorenal syndrome: Update on diagnosis and therapy. *World journal of hepatology*, 9(6), 293–299. doi:10.4254/wjh.v9.i6.293 Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5332418/>
- Roszkowska, A., Pawlicka, M., Mroczek, A., Bałabuszek, K., & Nieradko-Iwanicka, B. (2019). Non-celiac gluten sensitivity: A review. *Medicina (Kaunas, Lithuania)*, 55(6), 222. doi:10.3390/medicina55060222 Retrieved from [ncbi.nlm.nih.gov/pmc/articles/PMC6630947/](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6630947/)

Discussion (25 points)

Critical Thinking: Decision Making Case Disorders of Kidney and Urinary Tract Structure and Function (40 points)

1. Log in to MyLab and select the DMC
2. Read the Electronic Health Record
3. Answer the Decision-Making Questions (this is a graded assignment)
4. Write up the SBAR and save to your Portfolio project.

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- a clear, brief description of the situation
- a background of the relevant information needed to make an informed decision
- a statement of your professional conclusion
- your recommendations for the individual

Portfolio Milestone (40 points)

Each week you will choose one of your case studies and write an SBAR report. Once you open your case study and arrive on the “Case Introduction” screen, you will see SBAR in the menu on the left. This will provide you with the template. When complete, the SBAR will be submitted through Canvas each week. Your final portfolio project will consist of eight SBAR reports.

Module 8

Readings

Required

- Chapters 37 and 38 and Chapters 47, 48, & 49 in *Pathophysiology: Concepts of Human Disease*
- Anway, M. D., Cupp, A. S., Uzumcu, M., & Skinner, M. K. (2005). Epigenetic transgenerational actions of endocrine disruptors and male fertility. *Science*, 308(5727), 1466-9.

- Sifakis, S., Androutsopoulos, V. P., Tsatsakis, A. M., & Spandidos, D. A. (2017). Human exposure to endocrine disrupting chemicals: Effects on the male and female reproductive systems. *Environmental Toxicology and Pharmacology*, 51, 56–70.
<https://doi.org/10.1016/j.etap.2017.02.024>

Recommended

- Dall, C. (2018, September 4). Experts brace for more super-resistant gonorrhea. Retrieved from www.cidrap.umn.edu/news-perspective/2018/09/experts-brace-more-super-resistant-gonorrhea
- Khater D. (2018). Endocrinopathies in celiac disease: When the endocrinologist sees what is invisible to the gastroenterologist. *Acta bio-medica: Atenei Parmensis*, 89(1), 117–121.
doi:10.23750/abm.v89i1.7119 Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6357610/>

Discussion (25 points)

Critical Thinking: Decision Making Case Disorders of Thyroid and Adrenal Regulation (40 points) Both Must be Completed

1. Log in to MyLab and select the DMC
2. Read the Electronic Health Record
3. Answer the Decision-Making Questions (this is a graded assignment)
4. Write up the SBAR and save to your Portfolio project.

Note: An SBAR report stands for Situation - Background - Assessment - Recommendation. This report provides the typical framework for communication among healthcare team members. Each report will include:

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- a statement of your professional conclusion
- your recommendations for the individual

Critical Thinking: Decision Making Case Disorders of the Female Reproductive System Both Must be Completed

1. Log in to MyLab and select the DMC
2. Read the Electronic Health Record
3. Answer the Decision-Making Questions (this is a graded assignment)
4. Write up the SBAR and save to your Portfolio project.

Note: An SBAR report stands for Situation - Background - Assessment - Recommendation. This report provides the typical framework for communication among healthcare team members. Each report will include:

- a clear, brief description of the situation
- a background of the relevant information needed to make an informed decision
- a statement of your professional conclusion
- your recommendations for the individual

Portfolio Milestone (40 points)

Each week you will choose one of your case studies and write an SBAR report. Once you open your case study and arrive on the “Case Introduction” screen, you will see SBAR in the menu on the left. This will provide you with the template. When complete, the SBAR will be submitted through Canvas each week. Your final portfolio project will consist of eight SBAR reports.

Portfolio Project (80 points)

Using your eight SBAR reports, you will create a written paper or presentation demonstrating the decision-making tools utilized in each case.

For this final project, include the following components:

- Discuss how an SBAR can be an effective tool in patient care
- Summarize each of your chosen cases
- Discuss the decision-making skills utilized in each case

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
8% Mastery Exercises
32% Critical Thinking Assignments
40% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.

APPENDIX A

Colorado General Transfer Pathways Alignment

Course Learning Outcomes	GT Pathways Competencies & Content Criteria	Assessment Methods
<p>CLO1. Explain the etiology of disease states and imbalances.</p>	<p>CC1a. Develop foundational knowledge in specific field(s) of science.</p> <p>IL5a. Examine evidence to identify patterns, differences similarities, limitations, and/or implications related to the focus.</p> <p>IL6a. State a conclusion based on findings.</p>	<p>For CC1a. In Modules 1-8, students engage in case studies and create situation, background, assessment, and recommendation reports based on electronic health records and decision-making queries.</p> <p>For IL5a. In Module 1 discussion, students explore reasons and implications for allowing toxins in U.S. food, water, and personal care products.</p> <p>For IL6a. In Modules 1-8, students engage in case studies to draw conclusions based on electronic health records.</p>
<p>CLO2. Analyze how health deviations alter normal physiology.</p>	<p>CC1d. Examine quantitative approaches to study natural phenomena.</p> <p>IL6a. State a conclusion based on findings.</p> <p>QL2a. Convert information into and between various mathematical forms (e.g. equations, graphs, diagrams, tables, words).</p>	<p>For CC1d. In Module 2, students develop approaches to a health issue based on data-derived information.</p> <p>For IL6a. In Modules 1-8, students engage in case studies to draw conclusions based on electronic health records.</p> <p>For QL2a. In Module 8, students convert information between equations, graphs, diagrams, tables, and words to explore the effects of hormone levels on physiological wellness.</p>

<p>CLO3. Describe the alterations in cells, tissues, and organs that occur with disease and the effects they have on total body function.</p>	<p>CC1b. Develop an understanding of the nature and process of science.</p> <p>IL6a. State a conclusion based on findings.</p> <p>QL1a. Explain information presented in mathematical forms (e.g. equations, graphs, diagrams, tables, words).</p>	<p>For CC1b. In Module 3, students apply scientific processes to discuss the topic of pharmaceutical approvals in the U.S.</p> <p>For IL6a. In Modules 1-8, students engage in case studies to draw conclusions based on electronic health records.</p> <p>For QL1a. In Module 7, students differentiate between clinical manifestations of disorders by using graphs, diagrams, tables, and words.</p>
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<p>CLO4. Relate the manifestations of diseases to their underlying cellular mechanisms.</p>	<p>CC1b. Develop an understanding of the nature and process of science.</p> <p>IL5b. Utilize multiple representations to interpret the data.</p>	<p>For CC1b. In Module 4, students use research-based information to distinguish between diseases and to guide their recommendations.</p> <p>For IL5b. In Module 5, students interpret diagnostic information using graphs and tables.</p>
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<p>CLO5. Understand risk factors and interventions to maintain good health and slow disease progression in humans.</p>	<p>CC1c. Demonstrate the ability to use scientific methodologies.</p> <p>QL1a. Explain information presented in mathematical forms (e.g. equations, graphs, diagrams, tables, words)</p>	<p>For CC1c. In Module 4, students analyze variables that impact health outcomes via epigenomics or management of factors.</p> <p>For QL1a. In Module 4, students compare and contrast data on bacterial pneumonia and Influenza A and explain their findings in tables and words.</p>
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<p>CLO6. Apply your pathophysiology knowledge to decision-making on case studies.</p>	<p>CC1a. Develop foundational knowledge in specific field(s) of science.</p> <p>CC1b. Develop an understanding of the nature and process of science.</p> <p>IL4a. Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.</p>	<p>For CC1a. In Module 6, students explore cardiac structural disorders.</p> <p>For CC1b. In Module 6, students apply scientific processes to discuss the topic of etiological evidence.</p> <p>For IL4a. In Modules 1-8, students engage in case studies and create situation, background, assessment, and recommendation reports based on electronic health records and decision-making queries.</p>
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CLO – Course Learning Outcome

CC – gtPathways Content Criteria

IA – gtPathways Inquiry and Analysis Competency

QL – gtPathways Quantitative Literacy Competency

Content Criteria for Designating a Natural & Physical Sciences Course as GT Pathways:

1. The lecture content of a GT Pathways science course (GT-SC1 or GT-SC2):

Students should be able to:

- a. Develop foundational knowledge in specific field(s) of science.
- b. Develop an understanding of the nature and process of science.
- c. Demonstrate the ability to use scientific methodologies.
- d. Examine quantitative approaches to study natural phenomena.

Inquiry and Analysis Competency

4. Select or Develop a Design Process (required for GT-SC1 & GT-SC2)

- a. Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.

5. Analyze and Interpret Evidence (required for GT-SC1 & GT-SC2)

a. Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus.

b. Utilize multiple representations to interpret the data.

6. Draw Conclusions (required for GT-SC1 & GT-SC2)

a. State a conclusion based on findings.

Quantitative Literacy Competency

Students should be able to:

1. Interpret Information (required for GT-MA1, GT-SC1 & GT-SC2)

a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

2. Represent Information (required for GT-MA1, GT-SC1 & GT-SC2)

a. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).