



## **NURS 3311 Pathophysiology COURSE SYLLABUS: SPRING 2016**

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### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

##### **Textbook Required**

Story, L. (2012). *Pathophysiology: A Practical Approach* (2nd ed.). Burlington, MA: Jones & Bartlett Learning

**Optional** Online resources and articles as directed

##### **Course Description (3 credit hours)**

This course relates manifestations of disease, risk factors for disease, and the principles of pathology underlying illness and injury to therapeutic nursing interventions and outcomes.

## **Student Learning Outcomes**

By the end of the course, the student will be able to:

1. Apply principles of normal anatomy and physiology of human body systems to the pathophysiologic processes of common health problems.
2. Identify concepts, principles, and responses related to pathophysiologic processes that result in disease.
3. Discuss clinical manifestations of selected disease processes and health problems.
4. Discuss the nurse's role and responsibility for assessment of individuals experiencing health problems that result in pathophysiologic alterations

## **COURSE REQUIREMENTS**

### **Instructional / Methods / Activities Assessments**

This is a blended course without lecture requiring students to complete online activities and independent study to be successful. Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, return demonstration, clinical assignments and supervision, post clinical conferences and check-off of appropriate skills and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

## **GRADING**

Grades will be determined as follows:

The Course grade will be earned as follows:

Quizzes (7-12% each)	84%
In-class Case Studies (6-2% each)	12%
Pathophysiology Concept Map	4%
<b>TOTAL</b>	100%

**Students must achieve a minimum average of 75% on all exams in order to pass the course. Other graded assignments will not be added to the final grade unless exam grade average is 75% or higher.**

### **Late Submissions**

It is expected that you will submit all assignments on time. If you need an extension, it should be requested before the due date and may or may not be approved at the discretion of the course coordinator. Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.

### **Paper submissions**

All documents submitted online are to be in .docx, .rtf, or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. Failure to follow these guidelines will result in a grade of "0" on the assignment.

Grading Scale:

A = 90-100

B = 80-89

C = 75-79

D = 67-74

F = 66 and Below

A minimum grade of 75 is required to pass the course.

## **TECHNOLOGY REQUIREMENTS**

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
  
- You must have a:
  - sound card, which is usually integrated into your desktop or laptop computer
  - speakers or headphones.
  
- Depending on your course, you might also need a:
  - webcam
  - microphone

For courses where interactive tools are used, like VoiceThread or Class Live Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: <http://www.java.com/en/download/manual.jsp>
  
- Current anti-virus software must be installed and kept up to date.
  
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader
  - Adobe Flash Player
  
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for

assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: <https://secure.ecollege.com/tamuc/index.learn?action=technical>

## COMMUNICATION AND SUPPORT

### Interaction with Instructor Statement

It is expected that you will check your eCollege course and email at least **DAILY** for communication from the instructor.

Communication between faculty and students is primary and taken seriously. Preferred communication methods are individualized office hours, email, or via office phone. If a phone call is not answered, please leave a message and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

<http://www.albion.com/netiquette/corerules.html>

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures

#### CLASS

1. Class Cancellation: In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.
2. Class attendance is expected. The students should notify course faculty in advance of any absence.
3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course instructor must be notified in advance. Failure to do so may result in the student receiving a zero for the missed exam or quiz. Review the university catalog for excused absence criteria.

4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material would be covered in class. Students are expected to come to class prepared.
5. Assignments must be handed in on time. Assignments submitted late without prior arrangement with the classroom instructor will receive a zero.

## **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)  
<http://www.albion.com/netiquette/corerules.html>

### **ADA Statement**

#### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Library- Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

**Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## COURSE OUTLINE / CALENDAR

Week	Monday Date	Course Content	Reading Assignments
1	January 18	<b>Orientation-Class Meeting 1/20 08-1000</b> Cellular Function	Story, Chapter 1
2	January 25	Body Defenses <b>Class Meeting-Case Study-Stress 1/26 15-1700</b>	Story, Chapter 2
3	February 1	<b>Quiz #1 (Cellular, Body Defenses) 2/1</b> Endocrine Function	Story, Chapter 10
4	February 8	Hematopoietic Function <b>Class Meeting-Case Study-Differential 2/9 15-1700</b>	Story, Chapter 3
5	February 15	<b>Quiz #2 (Endocrine, Hematopoietic) 2/15</b> Sensory Function	Story, Chapter 14
6	February 22	Respiratory Function <b>Class Meeting-Case Study-COPD 2/25 (Thursday) 15-1700</b>	Story, Chapter 5
7	February 29	<b>Quiz #3 (Sensory, Respiratory) 2/29</b> Fluid, Electrolyte & Acid-Base Homeostasis	Story, Chapter 6
8	March 7	Cardiovascular Function <b>Class Meeting-Case Study-MI 3/8 15-1700</b>	Story, Chapter 4
	March 14	SPRING BREAK	
9	March 21	Gastrointestinal Function	Story, Chapter 9
10	March 28	<b>Quiz #4 (Fluid/Electrolyte, Cardiovascular) 3/28</b> Neural Function <b>Class Meeting-Case Study-Alzheimer's 3/29 15-1700</b>	Story, Chapter 11



11	April 4	Musculoskeletal Function	Story, Chapter 12
12	April 11	<b>Quiz #5 (Gastrointestinal, Neural) 4/11</b> <b>Class Meeting-Patho Concept Map 4/12 15-1700</b>	
13	April 18	Urinary Function <b>Completed Patho Concept Map by 2359, 4/22</b>	Story, Chapter 7
14	April 25	<b>Quiz #6 (Musculoskeletal, Urinary) 4/25</b> Integumentary Function <b>Class Meeting-Case Study-Burns 4/26 15-1700</b>	Story, Chapter 13
15	May 2	Reproductive Function	Story, Chapter 8
	May 9	<b>Quiz #7 (Integumentary, Reproductive) 5/9</b>	