

Syllabus for
NUR 230—Pathophysiology I
3 Credit Hours
Fall 2013

I. COURSE DESCRIPTION

Provides basic knowledge of pathophysiologic processes of the body including disease states and the effects of these disruptions on related body systems. Critical thinking and clinical judgment are integrated to provide the basis for understanding the interrelatedness of body systems and needed action in altered physiologic states across the life span.

Prerequisite: PHS 223.

Corequisites: NUR 300, PHS 224.

Lab fee: \$350.00

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Integrate knowledge from biological sciences to identify abnormal physiologic functions and disruptions to wholeness of individuals across the life span.
- B. Synthesize physical, laboratory, and diagnostic data in relationship to pathogenesis, manifestations, and monitoring of selected disease states.
- C. Demonstrate critical thinking in relation to the interrelatedness of the body's anatomy and physiology, specifically in pathophysiologic states.
- D. Apply knowledge of environmental, developmental and genetic influences on health and illness including evaluation of risk factors and potential for risk reduction.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Utilize evidenced based science in identifying the pathophysiologic conditions and processes that affect each major body system.
- B. Implement critical thinking in the analysis of pathophysiology processes and how they are interrelated in the body.
- C. Identify the expected clinical assessment findings, including both subjective and objective data in specific disease states.
- D. Employ pathophysiological concepts within the context of the nursing process.
- E. Synthesize knowledge of epidemiology, genetics, growth and development and environment influences in populations at risk.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks
Huether, S., & McCance, K. (2012). *Understanding pathophysiology* (5th ed.). St. Louis, MO: Mosby. ISBN-13 978-0-323-078917
2. Other
Students are expected to use multiple resources, including technology such as electronic computer databases to find materials related to course content.

B. Optional Materials

1. Textbooks
None
2. Other
None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should

consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.

- a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
- b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College of Nursing Policies and Procedures

1. The *ORU AVCON Student Handbook* contains a complete list of College of Nursing policies.
2. Attendance
 - a. Orientation to nursing classes occurs the day prior to the first official day of class for the University.
 - b. The last day for students to add nursing classes is the first Monday following the University's date for the beginning of classes.
 - c. Students are expected to punctually attend all scheduled learning experiences.
 - d. The Dean of the College of Nursing may request administrative excuses for absences from courses or Chapel when scheduling conflicts exist with scheduled learning experiences within the College of Nursing.
 - e. Students are to discuss administratively excused absences with the course coordinator and confirm plans for meeting course objectives as soon as possible but within a minimum of 48-business hours prior to the scheduled class.
 - f. Makeup of modular posttests is arranged only in the case of an excused class absence. Students ***must speak personally*** to the course coordinator ***prior to*** the test period if they are unable to take a scheduled exam. Absences are excused only for cases of documented illness or other crisis situations. Students must pay a \$15 fee, payable to student accounts, for a late exam.
 - g. Students are required to ***speak personally*** to the clinical instructor and the clinical agency regarding a pending absence in the clinical laboratory at least one hour before scheduled lab. There is no guarantee that students will have opportunities for clinical make-ups. Nursing programs throughout the area compete for clinical learning sites and times, and clinical experiences are negotiated one year in advance. Thus, it may not be possible to arrange clinical makeup experiences. Failure to meet course objectives results in failure in the course.
 - h. Students are required to submit a request for clinical/sim lab make-up form to the office of the Dean. If the petition is approved, a \$50 fee will be assessed per clinical day or \$15 per sim lab hour.
3. Clinical Policies
 - a. CPR training:

A current training card covering the full academic year must be submitted by July 15. CPR training is to be the American Heart Association's Basic Life Support for Health Care Providers. Students without evidence of current CPR training from the AHA will not be allowed to attend clinicals.
 - b. Immunizations:

Student must present evidence that immunizations and tuberculin skin testing are current by July 15. The school is contractually obligated to

clinical agencies to ensure that students are in compliance with recommended immunizations. Any student without evidence of current immunizations will not be allowed to attend clinicals.

c. Travel:

Throughout the course of the nursing program, students will have clinical experiences at a variety of agencies throughout the greater Tulsa community and perhaps beyond the Tulsa community. Students are responsible for personal travel to and from clinical nursing experiences.

d. Snow policy for clinical travel:

Rarely are road conditions so hazardous that faculty and students are unable to travel to clinical agencies for scheduled clinical experiences. However, should such conditions arise, safety of faculty and students takes priority over clinical experiences. If a course coordinator, in discussion with the Dean, judges that travel would endanger students, the coordinator may cancel the experience and reschedule at a later date. Each course coordinator will initiate a call to notify clinical instructors and students via a "telephone tree."

e. Professional accountability:

Students are expected to prepare for clinical experiences by completing course assignments as designated in course syllabi. Students' failure to adequately prepare for the clinical experience may result in dismissal from the clinical experience that will count as an unexcused clinical absence. Students are permitted to care for patients as long as they demonstrate safe nursing care.

f. Dosage calculation proficiency:

Students will not be permitted to administer medications until they demonstrate proficiency in dosage calculations as evidenced by achievement of no less than 90% on a dosage calculation test administered at the beginning of each semester. Students who do not achieve at least 90% on the exam prior to the last day to add classes at the University will be de-enrolled in clinical nursing courses.

g. Dress code:

Professional dress code is in effect for all activities within the School of Nursing. Dress code for clinical experiences must be appropriate to acute care or community settings as designated in the *Oral Roberts University Anna Vaughn College of Nursing Student Handbook*.

4. Evaluation Procedures

a. The student and clinical instructor are both involved in the clinical evaluation process. Formal student/faculty clinical evaluation conferences are held at the middle and end of the semester. Both the clinical instructor and the student complete written evaluations of the student's clinical performance for discussion at the evaluation conferences.

b. Clinical lab performance is graded on a pass/fail basis according to the clinical evaluation rubric. The student must achieve a passing grade in the clinical portion of the course in order to pass the course and progress to subsequent clinical courses. Additionally, the student is required to complete all clinical and sim lab hours as mandated by the curriculum. Criteria for clinical failure include failure to demonstrate achievement of clinical objectives and/or a pattern of jeopardizing patient safety.

- c. In order to successfully complete the course, the student must achieve at least 70% weighted average on module and final exams. (Quizzes and ATI exam scores are not included in this average.)
- d. The student must achieve a passing grade for clinical experiences and the 70% weighted average on module and final exams in order for paper and project grades to be included in the calculation of the final course score.
- e. The final course grade is calculated using the following grading scale.
 A=90-100
 B=80-89
 C=70-79
 D=60-69
 F=59 and below
- f. Students are required to submit all assignments for course completion. Due dates of assignments are specified in the syllabus addendum. Submitting assignments in a timely manner or making arrangements in case of emergency demonstrates the student's professional accountability and responsibility. Assignments submitted **late** will have points deducted as follows:
 1 business day: 10%
 2 business days: 20%
 3 business days: 30%
 4 business days: A grade of zero will be given.
- g. In order to progress in the nursing program, students are required to take ATI tests as identified in course syllabi. Course syllabi indicate which ATI exams students are required to take and/or pass in each course.
 - (1) Students must pass at the ATI designated level:
 - (a) Sophomore-level tests in order to progress to junior-level courses
 - (b) Junior-level tests in order to progress to senior-level courses
 - (c) Senior-level tests in order to progress to graduation
 - (2) In order to progress to the next level in the nursing program (see (1) (a), (b), (c) above), all repeated ATI exams must be passed within the same semester required for the nursing course.
 - (3) Students performing at less than the designated score on first exam are required to engage in self-selected remediation activities, e.g., use of ATI online/media, ATI workbooks, and nonproctored versions of the exam.
 - (4) After remediation, students may take a second proctored exam on which they must score no less than the designated percentile for the program.
 - (a) Students must wait 72 hours or the next scheduled testing date to retake an ATI exam.
 - (b) Students must take alternating versions of ATI exams on the retakes, as available.
 - (c) All repeated ATI exams must be passed within the same semester of the specific course(s).
 - (d) Students will be required to pay a fee for proctored ATI exams administered more than twice.

- h. Whole Person Assessment requirements:
The College of Nursing, under a University-led initiative, has an electronic portfolio system (ePortfolio) to evaluate students' achievement of academic outcomes. Therefore, all nursing majors are required to prepare an electronic portfolio. Each student is responsible for submitting ePortfolio artifacts as described in course syllabi.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. All evaluation is based on achievement of stated course objectives.
- b. If a passing grade is achieved in the clinical laboratory and on the written exam(s), the course grade for NUR 230 is based upon work in the following areas:

Midterm and Final Diagrams	20%
Modular exams	50%
Quizzes	10%
Final exam	20%

- c. See College of Nursing policies for additional evaluation procedures.

2. Whole Person Assessment Requirements

None

VI. COURSE CALENDAR

Students will participate in a variety of media learning methods including online lecture, threaded discussions, and case study exercises. Tests and quizzes will be given at prescheduled times during course content.

Week	Date	Lecture 1	Lecture 2	Lecture 3
1	8/12			Intro to course
2	8/19	The cell and its environment Chapter 3	Genetic physiology Chapter 2	Immunologic systems/ stress response Chapters 5-6, 8
3	8/26	Open book quiz Cancer Chapter 9	Cancer Chapter 10	Quiz 1 Head, NOSE, MOUTH, NECK
4	9/2	Mental health disorders	Eyes/ears, pp. 318-325	Exam 1
5	9/9	Musculoskeletal Chapters 37-38	Musculoskeletal (cont.)	Diagramming pathophysiology
6	9/16	Cardiovascular Chapters 23-24	Cardiovascular (cont.)	Peripheral vascular and lymphatic systems
7	9/23			Quiz 2 Integumentary systems Chapters 39-40
8	9/30	Exam 2	Start pulmonary Chapter 26-27	MT diagram
9	10/9	Pulmonary (cont.)	Blood system Chapters 7, 20-21	Fluid and electrolytes Chapter 4
	10/14	Fall Break		
10	10/21	Fluid and Electrolytes Chapter 4 (cont.)	Renal system Chapters 29-30	Exam 3
11	10/28	Endocrine system Chapter 18	Endocrine system (cont.)	Diabetes and metabolic syndrome, pp. 460-471
12	11/4	Quiz 3 GI system Chapters 34-35	GI system	Missions conference
13	11/11	GI system pp. 937-959	Neurologic system Chapters 13-14	Neurologic system Chapter 15
14	11/18	Thanksgiving		
15	11/25	Neurologic system Chapter 16	Synthesis	Exam 4
16	12/3	Reproductive systems	Reproductive systems Chapter 32	Final Diagram
17	12/9	COURSE FINAL PER FINALS SCHEDULE		

Course Inventory for ORU's Student Learning Outcomes
NUR 230—Pathophysiology
Fall 2013

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1—Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability				X
1D	Ethical behavior				X

2	Outcome #2—Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation				X
2E	Intellectual creativity			X	

3	Outcome #3—Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle				X

4	Outcome #4—Socially Adept Proficiencies/Capacities				
4A	Communication skills				X
4B	Interpersonal skills				X
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship				X
4E	Leadership capacity				X