

<b>Name of Department:</b> <b>Instructor Name:</b> <b>Office Location:</b> <b>Office Hours:</b> <b>E-mail:</b> <b>Telephone:</b> <b>Class Meeting Days/Times:</b>	Nursing Audie Sherell B. Sillana, BSN, RN, MN SCC 212 Tuesday 09:00 – 12:00 ; Wednesday: 09:00 – 12:00 asillana@unm.edu 925-8519 Online Class
<b>Syllabus</b>	
<b>Title of Course:</b>	NURS 239 Pathophysiology I
<b>Course Description:</b>	An introduction to human pathophysiology. The course focuses on forming a basic understanding of pathophysiology for nursing students.
<b>Credit Hours:</b>	3 Credit hours
<b>Student Learning Objectives and Outcomes:</b>	Students will: <ol style="list-style-type: none"> <li>1. Utilize principles from the biological sciences to understand pathophysiological processes across the lifespan.</li> <li>2. Explain relationships among pathophysiological processes, laboratory and diagnostic tests, and clinical manifestations of selected illnesses.</li> <li>3. Identify genetic factors that influence pathophysiological processes in diverse clients.</li> <li>4. Distinguish differences between developmental physiological alterations and pathophysiological processes.</li> </ol>
<b>Required Text(s) and Supporting Materials:</b>	<ul style="list-style-type: none"> <li>• Sue E. Huether, Understanding Pathophysiology, 5<sup>th</sup> Edition</li> <li>• Karin C. VanMeter, Robert J. Hubert, Gould's Pathophysiology for Health Professions, 5<sup>th</sup> Edition</li> </ul>
<b>Disabilities Policy:</b>	In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), any student needing academic accommodations should first contact Equal Access Services at 925-8560 (Student Services Bldg.) It is also imperative that you take the initiative to bring such needs to the instructor's attention, as your instructor is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.

<b>Cell phone and Pager Policy:</b>	Students are permitted to bring cell phones and pagers to class only if these devices are set in the silent/vibrate mode. Ringing phones and pagers are extremely disruptive and are not permitted in class. If a cell phone rings in class, the student will be asked to check their phone in with the instructor until class is completed. <b>No cell phones are permitted in the clinical areas.</b> Students are asked to inform family and friends of their class schedule so that students are not interrupted during class or clinical.
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<b>Academic Dishonesty</b>	Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; nondisclosure or misrepresentation filling out applications or other UNM records.
<b>Attendance Policy and Policies on Professional Behavior:</b>	<p>This is an online course, therefore there will be no classroom attendance needed. But requirements should be submitted on timely basis. Check Blackboard Learn at least daily to be updated announcement.</p> <p>Professional behavior requires the nurse to be accountable for their actions in any setting. Behaviors that are established in the nursing program will prepare the student for the role of graduate and registered nurse. Any behavior that the instructor believes to cause disruption to the flow of the course or compromises the learning environment for other class members will result in counseling by the instructor. Repeated disruptions will be referred to the nursing disciplinary council for resolution.</p>

## Course Outline

### Teaching Methods

NURS 239 will use a variety of approaches to meet the course outcomes. These instructional methods may include, but are not limited to case presentation, self-evaluation, written assignments, computer and on-line activities, decision-making exercises.

**Evaluation/Grading Policies:**

To be eligible to progress the student must pass NURS 131 with a minimum of 75% (C) overall course average. Failure to successfully complete this course will result in a failing grade. **There is no rounding of any score or course grade (examples: a 74.99% is not rounded to a 75%. A score of 90.99% is not rounded to a 91%).**

The course grade is based on the below listed components. Late assignments will result in a one (1) letter grade penalty for each day the assignment is late. No assignment will be accepted if more than three (3) days late.

Case Presentation with Mind Map	15%
Assignment	10%
Exam	75%

**Grading Scale**

98-100 A+	75-77 C
94-97 A	70-74 C- 91-93 A-
69 D+	67-
88-90 B+	64-66 D
84-87 B	60-63 D- 81-83 B-
78-80 C+	0-59 F

**Assignment Grading Policy:**

Assignments will be lowered by 10% of the total possible points for each day the assignment is late. No points will be awarded if the assignment is more than three (3) days late. All assignments are to be created as a Microsoft Word document and uploaded into the appropriate link in Blackboard. Written work must follow APA 6<sup>th</sup> edition guidelines. Refer to the APA Publication Manual 6<sup>th</sup> ed. (a copy is on reserve in the library) and/or the Purdue Owl website. ***Font setting must be Times New Roman or Arial at 12pt***

**Structure**

- Research is adequate, timely and addresses course concepts.
  - strong, varied structure.
- Good 5pts**

Criteria			
Content & Development	<p><b>Grammar, Punctuation &amp; Spelling Excellent 10pts</b></p> <ul style="list-style-type: none"> <li>Content is comprehensive, accurate, and persuasive.</li> <li>Major points are stated clearly and are well supported.</li> </ul>	<ul style="list-style-type: none"> <li>Content and purpose of the writing are clear.</li> <li>Structure of the paper is clear and easy to follow.</li> <li>Rules of grammar, usage, and punctuation are followed; spelling is correct.</li> <li>Language is clear and precise; sentences display consistently</li> </ul>	<ul style="list-style-type: none"> <li>Content is not comprehensive and /or persuasive. Major points are addressed, but not well supported.</li> <li>Research is inadequate or does not address course concepts.</li> <li>Content is inconsistent with regard to purpose and clarity of thought.</li> <li>Structure of the paper is not easy to follow.</li> <li>Paragraph transitions need improvement.</li> </ul>
Organization &			

- Paper contains 2 grammatical, punctuation and spelling errors.
- Language lacks clarity or includes the use of some jargon or conversational tone.
- Organization and structure detract from the message of the writer.
- Paragraph is disjointed and lack transition of thoughts.
- Punctuation, and spelling errors.
- Language uses jargon or conversational tone.
- Content is incomplete.
- Major points are not clear and /or persuasive.
- Paper contains more than 2 grammatical,

<b>Uniqueness and Creativity</b>	<input type="checkbox"/> Expresses opinions and ideas in a clear and concise manner with obvious connection to topic	<input type="checkbox"/> Opinions and ideas are stated clearly with occasional lack of connection to topic	<input type="checkbox"/> Does not express opinions or ideas clearly, no connection to topic
<b>Format</b>	<ul style="list-style-type: none"> <li>• Paper follows APA guidelines.</li> <li>• Paper is the appropriate length as described for the assignment.</li> </ul>	<input type="checkbox"/> Paper follows most guidelines.  Paper is over/ under word length.	<input type="checkbox"/> Paper lacks many elements of correct APA formatting.  Paragraph is inadequate/excessive in length.

**Case Study and Mind Map Rubric:**

Criteria	Outstanding	Proficient	Basic	Below Expectation
<b>Scope and comprehension</b>	<input type="checkbox"/> Response is focused & compelling. Details are richly presented in a purposeful and concise argument	<input type="checkbox"/> Clearly presented and purposeful response: Details may lack in richness or fail to compel the reader.	<input type="checkbox"/> Clear response that may lack supporting details: May contain unnecessary, distracting, and/or superfluous content.	<ul style="list-style-type: none"><li>• Topic not answered or response is unclear and/or argument without purpose.</li><li>• And/or writer has cut and pasted (plagiarized) part of paper.</li></ul>
<b>Analysis</b>	<input type="checkbox"/> The analysis is well reasoned, logical sequenced and rational: Thoughtful and convincing response clearly demonstrates depth of topic knowledge	<input type="checkbox"/> Response is well reasoned, logically sequences, and rational: Although knowledge is demonstrated, the argument is not strikingly convincing	<input type="checkbox"/> Response is mostly reasoned, logically sequences, and rational: Depth of analysis and/or organization and/or topic knowledge may be lacking	<input type="checkbox"/> Analysis is not attempted or the response fails to demonstrate effort or address the central topic theme
<b>Relevance</b>	<input type="checkbox"/> Points of the paper/assertions are supported by relevant, peer reviewed literature	<input type="checkbox"/> Citations supporting points made in the paper are adequate, peer reviewed, and scholarly but not always used appropriately	<input type="checkbox"/> Citations are not relevant, not recent, or are from questionable cites (e.g. not peer reviewed or scholarly)	<input type="checkbox"/> Credible references are not supplied.

<b>Citations/References : Proper APA</b>	<input type="checkbox"/> Written response demonstrates exemplary fluency. Correct mechanics, spelling, formatting, punctuation, and grammar. APA formatting is correct.	<input type="checkbox"/> Written response acceptable fluency, may be lackluster. Has correct mechanics, spelling, punctuation, grammar and formatting. Most APA is correct with few problems.	<input type="checkbox"/> Written response is understandable , but word usage, formatting, grammar, spelling, and punctuation may have slight deficiencies. APA has several problems minor problems.	<input type="checkbox"/> Fails to demonstrate acceptable written communication skills. APA formatting is not attempted.
<b>Uniqueness and Creativity</b>	<input type="checkbox"/> Expresses opinions and ideas in a clear and concise manner with obvious connection to topic	<input type="checkbox"/> Opinions and ideas are stated clearly with occasional lack of connection to topic	<input type="checkbox"/> Unclear connection to topic evidenced in minimal expression of opinions or ideas	<input type="checkbox"/> Does not express opinions or ideas clearly, no connection to topic