

Name of Department: Instructor Name: Office Location: Office Hours: E-mail: Telephone: Class Meeting Days/Times:	Nursing Audie Sherell B. Sillana, BSN, RN, MN asillana@unm.edu 925-8870
Syllabus	
Title of Course:	NURS 239 Understanding Pathophysiology
Course Description:	Basic principles of pathophysiology emphasizing nursing application. The implication for nursing practice of common physiological alterations and pathophysiological processes throughout the lifespan are examined.
Credit Hours:	3 Credit hours
Student Learning Objectives and Outcomes:	Students will: <ol style="list-style-type: none"> 1. Utilize principles from the biological sciences to understand pathophysiological processes across the lifespan. 2. Explain relationships among pathophysiological processes, laboratory and diagnostic tests, and clinical manifestations of selected illnesses. 3. Identify genetic factors that influence pathophysiological processes in diverse clients. 3. Distinguish differences between developmental physiological alterations and pathophysiological processes.
Required Text(s) and Supporting Materials:	<ul style="list-style-type: none"> • Sue E. Huether, Understanding Pathophysiology, 5th Edition
Disabilities Policy:	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.
Cell phone and Pager Policy:	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. No cell phones are permitted in the clinical areas. Students are asked to inform family and friends of their class schedule so that students are not interrupted during class or clinical.

<p>Academic Dishonesty</p>	<p>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.</p>
<p>Attendance Policy and Policies on Classroom Behavior:</p>	<p>Attendance in both the class and clinical settings is expected of the student. Nonattendance will result in failure of the course. 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> <p>Classroom attendance is expected. More than one (1) absences in this course may result in dismissal from the course. It is expected that students will be on time for class. Any tardy is disruptive. Tardy is defined as entry to the classroom after the instructor has begun class. Any student who is tardy will be counseled by the instructor. Excessive tardies may result in disciplinary action. A student who is more than 5 minutes tardy to class will be considered excessively tardy and will be counseled by the Director of Nursing. Repeated offenses will result in dismissal from the course.</p> <p>Obligations, such as jury duty active military or reserves service, will be accommodated upon verification of such obligations.</p> <p>If a student is to be absent the day of a scheduled exam, the student must contact the instructor directly, <u>prior to the time of the exam</u>. Failure to contact the instructor directly may result in an unexcused absence and a failing grade for the exam. At the discretion of the instructor, the student may receive a failing grade or the student may be required to take an alternative form of the exam at a time set by the faculty.</p> <p>All nursing student handbook policies on attendance and professional behavior apply (See nursing student handbook.)</p> <p>Clinical Attendance is MANDATORY. There are no excused absences in clinical. There are some circumstances under which students should not be in the clinical setting. These include, but are not limited to, hospitalization and communicable illnesses. In case of an emergency, the student MUST make a phone call directly to the faculty/clinical instructor. No emails or messages will be accepted. Clinical make-up work is at the discretion of the course coordinator and may include additional hours and/or written work. Wear UNM-VC identification badge, uniform, along with following grooming and conduct policies during clinical experiences. (see UNM-VC Nursing student Handbook)</p>

Students must be current on immunizations, CPR certification, HIPAA certification, and Blood-borne Pathogens module, needle-stick, and malpractice insurance to attend clinical. Professional documentation that is incomplete will result in an unexcused clinical absence. Liability Insurance is provided through UNM risk management. Needle stick insurance will show as a \$30.00 charge on your Bursar account.

Students are expected to *arrive to the class, clinical site/simulation lab prepared* to care for the clients and meet objectives for the particular experience. If the student arrives late or is unprepared for the experience, then the student is at risk for being sent home and receiving an incomplete for the clinical/ lab day.

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 guided discussions, 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.

Discussions	30%
Exams	50%
Assignments	20%

All assignments are to be created as a Microsoft Word document and uploaded into the appropriate link in Blackboard. Discussions should be created in Word and then cut and pasted into the appropriate discussion block. Written work must follow APA 6th edition guidelines. Refer to the APA Publication Manual 6th 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.***

Grading Scale

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

Discussion Requirements & Grading Rubric:

Class participation is an important expectation of this course. Students are expected to offer comments, questions, and replies to the discussion questions that are posted throughout the course. You are required to post on a minimum of 3 separate days and respond to at least 6 of your colleagues. All postings must be supported with literature. Each posting must have supporting documents that are current within 5 years and a minimum of 1 per posting that is not the textbook. Postings will be evaluated per the following rubric:

Criteria	Outstanding 9-10	Proficient 8-8.9	Basic 7-7.9	Below Expectations 0-6.9
Critical Thinking	<ul style="list-style-type: none"> rich in content full of thought, insight, and analysis 	<ul style="list-style-type: none"> substantial information thought, insight, and analysis has taken place 	<ul style="list-style-type: none"> generally competent information is thin and commonplace 	<ul style="list-style-type: none"> rudimentary and superficial no analysis or insight is displayed
Delivery of Post	<ul style="list-style-type: none"> consistently uses grammatically correct posts with rare misspellings 	<ul style="list-style-type: none"> few grammatical or spelling errors are noted in posts 	<ul style="list-style-type: none"> errors in spelling and grammar evidenced in several posts 	<ul style="list-style-type: none"> posts appear hasty with multiple grammar and spelling errors in most postings
Relevance of Post	<ul style="list-style-type: none"> consistently posts topics related to discussion topic cites additional references related to topic 	<ul style="list-style-type: none"> frequently posts topics that are related to discussion content promotes further discussion of topic 	<ul style="list-style-type: none"> occasionally posts off topic most posts are short in length and offer no further insight into the topic 	<ul style="list-style-type: none"> posts topics which do not related to the discussion content makes short or irrelevant remarks
Timeliness	<ul style="list-style-type: none"> all required posting early in discussion sufficient time for others to respond 	<ul style="list-style-type: none"> all required postings some not in time for others to read and respond 	<ul style="list-style-type: none"> all required postings most at the last minute without allowing for response time 	<ul style="list-style-type: none"> some or all required postings missing
Uniqueness	<ul style="list-style-type: none"> expresses opinions and ideas in a clear and concise manner with obvious connection to topic 	<ul style="list-style-type: none"> opinions and ideas are stated clearly with occasional lack of connection to topic 	<ul style="list-style-type: none"> unclear connection to topic evidenced in minimal expression of opinions or ideas 	<ul style="list-style-type: none"> does not express opinions or ideas clearly, no connection to topic

Summer 2015 NURS239 Pathophysiology			
Week	Date	Objectives	Content
1	06/01-06/05	<ul style="list-style-type: none"> Identify the cellular components and functions. Discuss cellular metabolism. Describe the movement of water and solutes. Differentiate osmosis from oncotic pressure, hypotonic and hypertonic. Explain the process of receptors and communication. Explain briefly active transport and electrical impulses Discuss the different alterations of cells and tissues. Explain the process of cellular adaptation. Discuss the changes in aging. 	<p>Chapter 1- Cellular Biology</p> <p>Chapter 3 – Altered Cellular and Tissue Biology</p> <p>Chapter 5 –Innate Immunity: Inflammation and wound healing</p> <p>Chapter 6 – Adaptive Immunity</p> <p>Chapter 37 – Alterations of Musculoskeletal System</p>

Week	Date	Objectives	Content
		<ul style="list-style-type: none"> Describe the 2nd line of defense: Inflammation and cells defense. Discuss the plasma protein systems. Describe the cellular components of Inflammation. Identify the acute and chronic manifestation of the cell during inflammation process. Discuss the phases of wound healing. Explain Chron's and ulcerative colitis. Differentiate osteoarthritis, rheumatoid arthritis, fibromyalgia and gout. 	
2	06/08-06/12	<ul style="list-style-type: none"> Discuss the 3rd line of defense. Describe antigen/antibody complex, T cells Explain the immune response Discuss the concept of Infection and Immune Defense. Differentiate Graft vs Host. Describe the common immune deficiencies. Describe the different types of Hypersensitivity. Discuss SLE, & Alloimmunity. Discuss the different ABO blood groups. 	Chapter 5 –Innate Immunity: Inflammation and wound healing Chapter 6 – Adaptive Immunity Chapter 7 – Infection and Immune Defense
3	06/15-06/19	<ul style="list-style-type: none"> Continuation of Infection and Immune Defense Discuss the genetic composition, structure and code. Explain briefly the protein synthesis, chromosomes and karyotype. Differentiate homozygous and heterozygous; dominant and recessive, penetrance and expressivity; epigenetic and methylation. Describe an Autosomal recessive, X-linked and multifactorial inheritance. Explain briefly gene mapping. . 	Chapter 2 – Genes and Genetic Diseases
4	06/23-06/26	<ul style="list-style-type: none"> Identify the common chromosomal alterations Discuss the difference between benign and malignant tumors Explain tumor markers, carcinoma in situ, epigenetics Describe clonal proliferation or expansion, oncogenes and tumor suppressor genes and mutation and mutagens. Discuss the concept of inflammation, immunity and cancer-viral/bacterial. Explain briefly metastasis, diagnosis and staging. 	Chapter 2 – Genes and Genetic Diseases Chapter 9 – Alteration in Cell proliferation: Cancer Chapter 9 – Alteration in Cell proliferation: Cancer Chapter 10 – Epidemiology Chapter 19 –Function and structures of the Hematologic System

Week	Date	Objectives	Content
		<ul style="list-style-type: none"> Identify the clinical manifestation and treatment of the following: Brain tumor, Lung Cancer, Colorectal Cancer. Discuss the relationship of lifestyle, environment, genetics and risk factors. Describe hemolytic disease of the newborn. Identify the blood and blood forming organs in the body. Discuss briefly the effect of Leukemia, lymphoma, thrombocytopenia, clots and DIC. 	
5	06/29-07/03	<ul style="list-style-type: none"> Identify the different body fluid compartments and spaces. Describe Capillary and interstitial pressure Discuss the relationship of sodium and chloride balance Explain the difference of Hypotonic, isotonic and hypertonic Discuss the importance of potassium, calcium, phosphate and magnesium in maintaining balance in the body. Describe the process of acid-base balance; buffer systems: plasma, respiratory and renal. Identify the fluid and electrolyte alterations: Respiratory Alkalosis and Acidosis; Metabolic Alkalosis and Acidosis. 	Chapter 4 – Fluid and Electrolytes
6	07/06-07/10	<ul style="list-style-type: none"> Describe the clinical manifestation of Dehydration, water intoxication, edema, third spacing. Discuss cerebral edema and burns Explain the afferent and efferent pathways. Discuss the interrelationship of cells, regeneration impulse transmission, the brain, spinal cord, tracts, motor and sensory paths, and blood supply. Describe the difference between autonomic, sympathetic and parasympathetic; fight or flight response. 	Chapter 4 – Fluid and Electrolytes Chapter 12 – The Structure and Function of the Neurologic System Chapter 13 – Pain, temperature, Sleep and Sensory Functions Chapter 14 – Alterations in Cognitive System, Cerebral Hemodynamics and Motor Functions Chapter 15 – Disorders of the Central and Peripheral Nervous Systems and Neuromuscular Junction Chapter 16 – Alterations of Neurologic Function in Children
7	07/13-07/17	<ul style="list-style-type: none"> Identify the different results of memory alteration. Discuss the effects of Dementia, Alzheimer's to the data processing of the Neurologic system. Describe the result of ICP, edema, and hydrocephalus in the hemodynamic process. Identify the clinical manifestation of patients with Alteration in Motor functions. Discuss the different pain theories. 	Chapter 12 – The Structure and Function of the Neurologic System Chapter 13 – Pain, temperature, Sleep and Sensory Functions Chapter 14 – Alterations in Cognitive System, Cerebral Hemodynamics and Motor Functions Chapter 15 – Disorders of the Central and Peripheral Nervous Systems and Neuromuscular Junction

Week	Date	Objectives	Content
		<ul style="list-style-type: none"> Describe the temperature regulation of the body. Discuss the different disorders in the visual senses, hearing, olfaction, taste and touch. 	Chapter 16 – Alterations of Neurologic Function in Children
8	07/20-07/25		EXAM

This Syllabus, including the Course Schedule, is subject to change at the discretion of the instructor as needed and in accordance with UNM Valencia Academic Policies.