

SUL ROSS STATE UNIVERSITY Spring 2022
BIOL 2320 Pathophysiology (3 credits)

INSTRUCTOR: Ms. Anne Marie Hilscher

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In-person Office Hours: MWF 8:30-9:00 & 10-11:30; M 1:00-3:00; TR 2-3:00; & by appt.

On-line Office Hours: By appt. in Blackboard's "Meeting Room"

CLASS WEBSITE: [HTTP://SULROSS.BLACKBOARD.COM](http://sulross.blackboard.com)

COURSE DESCRIPTION:

This online course builds on knowledge obtained in anatomy and physiology courses which provides information related to basic pathological processes that underlie diseases commonly found in clinical practice. The basics of each pathological process are explained and illustrated by exploration of common diseases caused by that pathological process. Introduction of selected pathophysiologic concepts across the life span will be initiated in this course with emphasis on diagnostic data related to the concept.

REQUIRED TEXTBOOK:

McConnell, Thomas (2013). *The Nature of Disease: Pathology for Health Professions*. 2nd edition.
ISBN-13: 978-1609133696; ISBN-10: 1609133692.

OPTIONAL:

1. Essential Notes on Pathophysiology for Advanced Practice Nurses:
<https://dc.etsu.edu/cgi/viewcontent.cgi?article=1002&context=etsu-oer>
2. Pagana, Kathleen, Pagana, D, and Pagana, Theresa (2017). *Mosby's Diagnostic and Laboratory Test Reference*. 13th Edition, St. Louis: Mosby/Elsevier.

COURSE LEARNING OBJECTIVES:

Upon completion of assignments in this course, the student will:

1. Demonstrate understanding of pathological processes and how these changes produce disease.
2. Differentiate the following types/categories of disease/pathology that provide the basis for planning and implementing health care including:
 1. Inherited or Familial Diseases
 2. Congenital Diseases
 3. Toxic Diseases
 4. Inflammatory Diseases
 5. Infectious Diseases
 6. Traumatic Diseases
 7. Degenerative Diseases
 8. Allergic Diseases
 9. Autoimmune Diseases
 10. Neoplastic Diseases
 11. Nutritional Diseases
 12. Metabolic Diseases
 13. Molecular Diseases
 14. Psychosomatic Diseases
 15. Factitious Disease
 16. Iatrogenic Disease
3. Relate disease clinical referents/signs and symptoms to laboratory findings and to their underlying pathology.

4. Use knowledge of genetic inheritance, environment, lifestyle choices and other identified antecedents/risk factors that contribute to disease development.
5. Recognize the presence and effects of compensatory mechanisms in response to major pathological alterations.
6. Apply knowledge of variables affecting the healing process in tissues and organ systems to management of common diseases and injuries.
7. Describe best safety practices to assure accuracy of obtaining diagnostic data required to identify the disease process and the magnitude/extent of the disease.
8. Differentiate between life span changes that occur with selected pathophysiologic concepts.

MARKETABLE SKILLS FOR THE DEPARTMENT OF NURSING

The following marketable skills and dissemination plan has been submitted to the Texas Higher Education Board after approval from Assistant Vice President for Institutional Effectiveness at Sul Ross State University:

Students will:

1. develop inquiry skills to evaluate situations (Sense of Inquiry);
2. develop communication skills to evaluate situations (Communication Skills);
3. develop research skills to promote their lifelong learning (Continuous Lifelong Learning); and
4. comport themselves verbally and visually in a professional manner (Professionalism).

Plan for Dissemination:

Students learn the marketable skills by first being exposed to them in all course syllabi. Each of the marketable skills is closely observed and evaluated by clinical faculty and preceptors as the students progress through the educational program. Students hone their research and communication skills through assignments and activities in multiple classes.

RECOMMENDED RESOURCES:

Center for Disease Control Website: <http://www.cdc.gov/>

American Diabetes Association website: <http://www.diabetes.org/>

Medscape: <http://www.medscape.com>

National Institutes of Health website: <http://www.nlm.nih.gov>

National Stroke Association website: <http://www.stroke.org/>

National Institute of Allergy and Infectious Diseases (NIAH): <https://www.niaid.nih.gov/>

STUDENT REQUIREMENTS. Students in this course are expected to:

1. Complete assignments with current and relevant data. Unit objectives, assignments, case studies, and relevant resources will be placed in each module.
2. Read textbook assignments and utilize other resources in your module to acquire information that will assist the learning process.
3. Demonstrate learning behavior, application of knowledge in case studies and class discussion, interpersonal skills, teamwork skills, appropriate writing skills and professional communication when completing course requirements.

COURSE CONTENT:

MODULES. The course consists of five MODULES, each approximately three weeks long. Students will be responsible readings, assignments, and case studies in each module. Additional resources may be placed in each folder. Content items will include the following:

- **Readings.** Students are expected to read all the selected passages in the required textbook each week.
- **Module Assignments (5 @ 50 points each).** Assignments consist of questions related to all the module readings. You'll submit your responses via Blackboard by the due dates.
- **Case Study Discussions (5 @ 20 points).** Each module will contain one Case Study. The major focus for each case will relate to anatomical and physiological changes that occur during the disease and may include diagnostic data that reflect the condition. Students will discuss the case studies in Blackboard's Discussion Board and are required to (1) answer the questions AND (2) respond to at least one other post. Discussion postings are seen by everyone in the class so please respect each other and take this opportunity to learn from each other. The initial answers are worth a total of 12 points. Responses to peers are worth a total of 8 points. No points will be earned for discussion messages that are posted after the deadline. Points will be awarded based on the quality of the contribution, not necessarily the quantity of words.

DISEASE ANALYSIS (100 points). Your major written assignment for this course is a professional paper related to an analysis for your selected pathophysiologic concept. You will select one age group to research and present pertinent information in that category. That age group can be infant (birth to 1 year of age); early childhood (1 year to 6 years of age); late childhood (6 years to puberty); adolescence; adult; and or the geriatric patient. ***The paper must be a minimum of six pages without the bibliography.*** A rubric will be provided on Blackboard.

FINAL DISEASE CATEGORY ASSIGNMENT (50 points). Students will differentiate among 16 types of disease.

GRADING POLICY:

Module Assignments	250
Module Case Studies	100
Disease Analysis	100
<u>Final Disease Category Assignment</u>	<u>50</u>
TOTAL	500

CLASS SCHEDULE:

Week One: January 10-14

Intro to Course & Module 1 Ch 1 Health & Disease, Ch 2 Cellular Pathology

Week Two: January 17-21

Module 1 Ch 2 Cellular Pathology, cont., Ch 3 Disorders of the immune System

Case Study Initial Response due 01/21

Week Three: January 24-28

Module 1 Ch 4 Infectious Disease, Ch 5 Neoplasia

Case Study Peer Response due 01/28; Assignment #1 due 01/28

Week Four: January 31-February 04

Module 2 Ch 6 Disorders of Fluid, Electrolyte & Acid-Base Balance, & Blood Flow, Ch 7 Disorders of Blood Cells

Week Five: February 07-11

Module 2 Ch 8 Disorders of Blood Vessels, Ch 9 Disorders of the Heart

Case Study Initial Response due 02/11

Week Six: February 14-18

Module 2 Ch 10 Disorders of the Respiratory Tract, Ch 11 Disorders of the GI Tract;

Case Study Peer Response due 02/18; Assignment #2 due 02/18

Disease Concept Topic due (via email to your instructor) 02/18

Week Seven: February 21-25

Module 3 Ch 12 Disorders of the Liver and Biliary Tract, Ch 13 Disorders of the Pancreas

Week Eight: February 28-March 04

Module 3 Ch 14 Disorders of the Endocrine Glands

Case Study Initial Response due 03/04

Week Nine: March 07 – 11 SPRING BREAK

Week Ten: March 14-18

Module 3 Ch 15 Disorders of the Urinary Tract; Ch 16 Disorders of the Male Genitalia

Case Study Peer Response due 03/18; Assignment #3 due 03/18

Week Eleven: March 21-25

Module 4 Ch 17 Disorders of the Female Genitalia & Breast

Week Twelve: March 28-April 01

Module 4 Ch 18 Disorders of the Bone, Joints, & Skeletal Muscle, Ch 19 Disorders of the Nervous System

Case Study Initial Response due 04/01

Week Thirteen: April 04-08

Module 4 Ch 20 Disorders of the Senses, Ch 21 Disorders of the Skin

Case Study Peer Response due 04/08; Assignment #4 due 04/08

Week Fourteen: April 11-15

Module 5 Ch 22 Congenital and Childhood Disorders

APRIL 15TH DISEASE CONCEPT PAPER DUE

Week Fifteen: April 18-22

Module 5 Ch 23 Disorders of Daily Life, Ch 24 Aging, Stress, Exercise, and Pain

Case Study Initial Response due 04/22

Week Sixteen April 25-27

Module 5 Ch 24 Aging, Stress, Exercise, and Pain, cont.

Case Study Peer Response due 04/27; Assignment #4 due 04/27

Week Seventeen FINAL EXAM WEEK

DISEASE CATEGORY FINAL DUE TUESDAY, 03 MAY, BY NOON

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS:

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

- 1) As adult learners we are partners in learning.
- 2) Faculty members serve as a mentor, resource, guide, or coach and professional peer.
- 3) Our work and life experiences differ and serve to enrich our individual and mutual learning.
- 4) Each member of the class is committed to preparing for and successfully completing class learning activities.
- 5) Each member of the class will organize time, learning goals, work schedules, and family arrangements to fully participate in the course and assignment activities.
- 6) Each member of the class is able to use computer technology and access resources via the Internet and other mobile technologies as needed for this and other courses.

COMMUNICATIONS:

- **Announcements** – Check announcements each time you log onto the course.
- **Course email** – Check course email frequently for communications and make sure that your email address is current. The instructor will respond to inquiries and comments within 24 hours Monday-Friday.
- **Use of technology:** If you have any technical questions, problems, or concerns with Blackboard, do not spend more than 15 minutes on any technical problems. Seek help immediately. Contact 24-7 Help Desk at: 1-888-837-2882 and/or techassist@sulross.edu.
- **Responses to emails and course postings:** Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross email. Messages received on the weekends or holidays will be answered by the next working day.
- **Writing and use of APA:** All written assignments and bulletin board postings will be submitted using the American Psychological Association (APA) Guidelines, as indicated by faculty.
<http://owl.english.purdue.edu/owl/resource/560/01>

RULES OF NETIQUETTE:

The term “netiquette” refers to written and unwritten rules regarding appropriate communication on the Internet. It applies primarily to interactions on the course Discussion Board, individual and group assignments, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be courteous and respectful to students and faculty in the course.
 - a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view.
 - b. Be careful with the tone of what you are communicating, as with sarcasm and subtle humor; one person’s joke may be another person’s insult.
 - c. Do not use all caps in the message box (it is considered shouting).
 - d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.
3. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed according to the course schedule.
4. Common courtesy and good manners, along with the use of proper grammar, sentence structure, and correct spelling, are essential when taking an online course.
 - a. Use meaningful titles in the Subject line. For e-mail, include the course number.
 - b. Use the person’s name you are addressing as a greeting in the first line of the message. This helps ensure that you are writing to the intended person (group).
 - c. Close the posting by writing your full name at the end of the message.
5. Discussion Boards are public, and the University archives all materials. Do not post anything too personal, as all students in the class and your instructor will see what you write.
 - a. Keep the messages you post to the Discussion Board relevant to the course and assignment and provide a rationale, including references as appropriate, to support your point of view.
 - b. Avoid duplication. Read the previous discussions before you comment or ask a question, as the information may have already been covered.
 - c. When posting a response, make sure that you identify the post to which you are responding.
 - d. If the topic you plan to address is already covered under an existing thread, do not start a new thread.
 - e. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
 - f. Try not to lurk, meaning you are just reading and not participating.
6. Quality of online communications/postings is important.
 - a. It is not acceptable to present work or ideas of others as your own. Use APA format when you quote directly from a source; use quotation marks and provide the original author's name, year, and page or location in the body of the narrative. When you paraphrase a source—using your own words to explain your understanding of another's ideas or work—provide author and year in the body of the narrative. At the end of the posting provide the complete reference using APA format.
 - b. If the posting is going to be long, use paragraphs.
 - c. Do not overuse acronyms and abbreviations like you use in text messaging. Some participants may not be familiar with acronyms and abbreviations.
 - d. Just as you would proofread a formal paper, before posting

- i. Read what you have written for content;
 - ii. Rethink what you have written for tone;
 - iii. Reread what you have written for organization and coherence; and
 - iv. Revise what you have written for grammar, punctuation, and mechanics.
 - v. Once you submit your work, discussion, or e-mail, you cannot change what you have written.
7. Do not send large files, since someone in your class may have a relatively slow internet connection or limited server capacity.
8. Be sure to use a reliable computer security system with functioning anti-virus software. Check for viruses when sending and sharing files.
9. Be patient if you do not get an immediate response to your postings, as others may be on a different schedule. If it is urgent, contact other students or faculty by e-mail.

GENERAL CAMPUS REGULATIONS AND CONDUCT:

ADA Statement: Any student who because of a disability, may require special arrangements to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. If an accommodation is needed, students must present their accommodation letter, obtained from Accessibility Services, as soon as possible. Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received. Accessibility Services is in Ferguson Hall room 112. You can make an appointment by calling Mary Schwartze Grisham at 432 837-8203.

SRSU Library Services. The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Academic Honesty Policy: The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.

7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Associate Provost/Dean, and eventually to the Provost and Vice President for Academic Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.

In the case of flagrant or repeated violations, the Vice President for Academic Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are in the student handbook.