

MARIAN UNIVERSITY

Indianapolis

NSG 211 Introduction to Pathophysiology

Semester and Year:

Email: Please contact via Canvas email

Required Textbook(s):

Huether, S. E., & McCance, K. L. (2016). *Understanding Pathophysiology* (7th ed.). St. Louis, MO: Elsevier.

Students are required to purchase the items listed above prior to the start of the course. Look into all of your options - new, used, rental or e-books. If you choose a rental option, be sure to understand the policies and the due dates for the returns. While you have the option to obtain your course materials from any source, ordering from the MU Book Store can be a convenient option. Please note that you can also charge bookstore purchases to your student account or use your MU financial aid if applicable. Visit www.bkstr.com/marianustore/home (Links to an external site.).

Additional Resources:

The Mother Teresa Hacklemeier Memorial Library at Marian University provides various databases <http://www.marian.edu/library/Pages/default.aspx> (Links to an external site.)

Course Description

This course systematically focuses on etiologic factors and their impact on the structure, function and adaptive capabilities of cells, tissues and organs in the human body. A variety of disease processes and their unique clinical manifestations including laboratory diagnostics are studied in detail. This course is designed to provide all the essential pathophysiological content required for anyone going forward into a health profession.

Upon successful completion of this course, students will be able to:

Student Learning Objectives

1. Demonstrate mastery of terminology utilized in the study of disease development and manifestation.

2. Identify behavioral, environmental and genetic factors that alter homeostasis across the life span in various population groups.
3. Explain the etiology, pathogenesis and clinical manifestations, including diagnostic findings, of common diseases that affect the major organ systems of the human body.
4. Compare the physiological changes associated with normal aging to changes associated with disease processes.
5. Examine findings from credible current research sources to enhance comprehension of common disease processes.

Teaching Strategies

Assignments & Assessment Methods:

Methods of Evaluation

1. Exams: 5 exams (100 points each)
 - The purpose of these exams is to measure the student's level of mastery of the content covered across the course.
 - Exams will be computerized, and multiple-choice format.
 - Exams will be 60-question Unit Exams.
 - *Exams cover only the specific Unit modules outlined on the in the Syllabus & Assignments Due Table (NOT Cumulative).*
2. Assignments
 - **Homework Assignment:** (10 points)
 - The purpose of this assignment is to discuss material in the current modules in order to further knowledge and application of major concepts of pathophysiology.
 - **Concept Map:** (10 points)
 - The purpose of this assignment is to measure the students' ability to map the connection between risk factors, etiologies, pathogenesis, and manifestations of selected disease processes.
 - **Disease Case Study:** (10 points)
 - The purpose of this assignment is to analyze a case study scenario of a patient living with a chronic disease and identify both etiologic risk factors and manifestations of disease exacerbation / progression.
 - **Discussion Forums:** (20 points)
 - Discussion forums are where you can share in a sense of community with your instructor and classmates. Review the discussion forum guidelines (Links to an external site.) and rubric before posting. Review the Canvas Guide. How do I view the rubric for my graded discussion? Links to an external site. for help. Your initial posts should be well-thought-out and should relate the module or previous course content to the question at hand. Response posts should further the discussion and add to or respectfully challenge your classmate's post.

Group Project Instructions (Recommendations)

1. Group Leader assigns each member a portion of the project and sets “1stMeeting” date. The group leader’s portion is the organization and presentation of the assignment.
2. At “1stMeeting,” each member volunteers or is assigned material to complete. This meeting can be a discussion, Google doc, etc. But, it’s important that the Group Leader strives for all members to contribute to project.
3. After feedback obtained via email, Google doc, or live meeting (determined by Leader and Group), Group Leader will assemble “Draft” of project. The members then review “Draft” and offer feedback before presentation.
4. Group Leader finalizes “Draft” into final document and submits within Canvas on Due Date/Time.
5. Group Project Grades are shared by all in the group; So, work as a TEAM!

NOTE: Specific information on written assignments and grading rubrics are provided with each assignment.

*You will only be able to view the assignment pages as they become available for your group to complete. You will **not** be able to view assignment pages that are assigned to other groups.

NSG 211: COURSE GRADE DISTRIBUTION

| Category | Evaluation | Points | Weight (%) |
|--------------------|---|--------|------------|
| Exams | (5) 60- question Unit Exams 100 points per each 60-question exam | 500 | 40% |
| Assignment | Homework | 10 | 10% |
| Group Project | Group Assignment: Concept Map | 10 | 10% |
| Individual Project | Disease Case Study | 10 | 20% |
| Discussion Forum | Discussion: Research Article | 20 | 20% |

Grading Scale

The grading scale for this course is (this is course dependent and must be individualized)

| Letter Grade | Percentage |
|--------------|------------|
|--------------|------------|

| | |
|-----|--------------|
| A | 93 and above |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| *C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 60-66 |
| F | Below 60 |

Course Policies:

Late Policy & Due Date Extensions: Acceptance of work submitted past the due date or requests of due date extensions, including exams, may be considered in the event of unforeseen, documented hardships, such as medical emergencies, documentable technical issues, death of a loved one, etc. However, simply forgetting, time zone differences, going on vacation, or not performing a well as intended are not acceptable excuses.

Exam Retakes: Exams retakes are different than requesting and being granted an extension on an exam. There are no exam retakes allowed in this course. Once you open an exam, you're stating that you have prepared adequately for the exam and you're accepting the results of the exam.

Extra Credit: There is no extra credit in this course.

Plagiarism Statement: Plagiarism is using the words or ideas of another as your own without giving credit to the source author. This also includes taking a paper found online

and submitting it as one's own paper and/or cutting and pasting from a website and submitting it as your work product.

Plagiarism is defined in detail in the Code of Student Rights and Responsibilities under Section 8: Academic Conduct Procedures, as well as an extended description of academic dishonesty:

<https://www.marian.edu/docs/default-source/campus-life/codeofstudentrightsandresponsibilities.pdf?sfvrsn=18> (Links to an external site.) (Links to an external site.)

The following are some helpful websites for understanding plagiarism, documentation and citation:

- Marian University's library: <https://www.marian.edu/current-students/library>(Links to an external site.) (Links to an external site.)
- org: <https://plagiarism.org/>(Links to an external site.) (Links to an external site.)
- Purdue OWL: <https://owl.purdue.edu/>(Links to an external site.)

Diversity and Inclusivity: Marian's adult and online programs at Marian University is a collaborative academic community committed to fostering a diverse and inclusive community across the intersections of races, ethnicities, religions, sexual orientations, gender identities, ages, disability status, socio-economic backgrounds, political perspectives, cultures, immigration status, and national origins. I am committed to creating a safe, just environment of respect for students, faculty, and staff following our shared Franciscan values. I believe that every individual can improve their skills, learn from their mistakes, and be successful in this course.

Student Handbook

Please refer to the MAP [Student Resources](#) and [Student Support Resources](#) modules for information regarding academic and school of policies including [Services for Students with Disabilities](#).

****Any changes to this syllabus will be communicated to the students.**