

MARIAN UNIVERSITY

Indianapolis

NSG 211 Introduction to Pathophysiology

Semester and Year:

Email: Please contact via Canvas email

Required Textbook:

Hubert, J.H., & VanMeter, K. (2018). *Gould's Pathophysiology for the Health Professions* (6th ed.). Elsevier.

Students are required to purchase the items listed above prior to the start of the course. Look into all 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 the [bookstore](#) .

Additional Resources:

The [Mother Teresa Hacklemeier Memorial Library](#) at Marian University provides various databases

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	Franciscan Sponsorship Value	Evaluation Strategy
1. Demonstrate mastery of terminology utilized in the study of disease development and manifestation.	Responsible Stewardship	Homework, Discussion Articles Reflections, Case Studies, Concept Maps, Post-Module Quizzes Exam questions, Pathophysiology Focus Review Tests
2. Identify behavioral,	Peace and Justice	Homework, Discussion

environmental, and genetic factors that alter homeostasis across the life span in various population groups.

Dignity of the Individual

Articles Reflections, Case Studies, Concept Maps, Post-Module Quizzes

Exam questions, Pathophysiology Focus Review Test

3. Explain the etiology, pathogenesis and clinical manifestations, including diagnostic findings, of common diseases that affect the major organ systems of the human body.

Homework, Discussion Articles Reflections, Case Studies, Concept Maps, Post-Module Quizzes

Exam questions, Concept map, Pathophysiology Focus Review Test

4. Compare the physiological changes associated with normal aging to changes associated with disease processes.

Dignity of the Individual

Homework, Discussion Articles Reflections, Case Studies, Concept Maps, Post-Module Quizzes, Group Project

Exam questions, Case Study, Pathophysiology Focus Review Test

5. Examine findings from credible current research sources to enhance comprehension of common disease processes.

Responsible Stewardship

Homework, Discussion Articles Reflections, Case Studies, Concept Maps, Post-Module Quizzes

Exam questions, Reflection on Research Assignment

Teaching Strategies

Audios, discussion, assigned readings, quizzes, exams, and assignments

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 75-question unit exams.
 - *Exams cover only the specific unit modules outlined in the Syllabus & Assignments Due (NOT Cumulative).*
- 2. Group Project** (25 points) *See recommendations below*
- 3. Homework Assignment:** (10 points)

- The purpose of this assignment is to discuss the material in the current modules to further knowledge and application of major concepts of pathophysiology.
4. **Concept Maps:** (20 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.
 5. **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.
 6. **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 and rubric before posting. Review the Canvas Guide. How do I view the rubric for my graded discussion? 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.
 7. **Post-Module Quizzes:** (5 points)
 - The purpose of this assessment is to check your knowledge when you finish reading the units cover in each module in this course.

Group Project Instructions (Recommendations)

1. The group leader assigns each member a portion of the project and sets the "1st meeting" date. The group leader's portion is the organization and presentation of the assignment.
2. At the "1st meeting," each member volunteers or is assigned material to complete. This meeting can be a discussion, Google Docs, etc. But it's important that the group leader strives for all members to contribute to the project.
3. After feedback is obtained via email, Google Docs, or a live meeting (determined by the leader and group), the group leader will assemble a "draft" of the project. The members then review the "draft" and offer feedback before the presentation.
4. The group leader finalizes the "draft" into the final PowerPoint and submits it within Canvas on the due date and on 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 Each	One Weight (%)
Exams	75-question Unit Exams (5)	100	30%
General Assignment	Homework (4)	10	10%
Group Project	Group Assignment (01)	25	15%
Case Studies	Disease Case Study (8)	10	15%

Special Assignment	Concept Maps (4)	20	10%
Discussion Forum	Discussion: Research Article (4)	20	15%
Post-Module Quizzes	One quiz per module (15)	5	5%

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 as 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.

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

- [Mother Teresa Hacklemeier Memorial Library](#)
- [P.org](#)
- [Purdue OWL](#)

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 policies including [Services for Students with Disabilities](#).

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