FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account that is easily accessible via the Internet. The university has established email as the primary mode of communicating with enrolled students about impending deadlines, upcoming events, and other information important to student progression at the university. Students are responsible for reading their email on a regular basis to remain aware of important information disseminated by the university. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Students making inquiries via email to FSU faculty and staff about academic records, grades, bills, financial aid, and other matters of confidential nature are required to use their FSU email account.

Rules and regulations governing the use of FSU email may be found at: http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

COURSE DESCRIPTION:

This course prepares the student to approach complex situations systematically. Emphasis will be placed on the integration and application of pathophysiological concepts to the holistic human in time of physical stress. This course utilizes the nursing process as the basis for examining persons with pathologies requiring multiple dimensions of nursing care.

PREREQUISITE:

Admission to the program
Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher  
Licensed Professional Counselor  
Spaulding Building, Room 165  
(910) 672-387  
psmith@uncfsu.edu

Ms. Linda Melvin  
Director, Student Health Services  
Spaulding Building, Room 121  
(910) 672-1454  
lme10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

REQUIRED TEXTBOOKS:


RECOMMENDED TEXTBOOKS:
COURSE OUTCOMES AND PROFESSIONAL COMPETENCIES:

All the conclusion of this course, the student will be able to:

1. Apply theoretical knowledge from physical, behavioral, and nursing science of nursing care to individuals and their families experiencing selected health deviations.

2. Describe the impact of pathophysiological alterations on the human condition.

3. Use the nursing process to assess, plan, implement, and evaluate nursing care, promote, maintain, or restore health, or provide support for a peaceful death for adults and children and their families from a variety of ethnic backgrounds.

4. Integrate relevant information, applying critical thinking skills about pharmacological agents, laboratory tests and procedures, and pathophysiology into nursing care for individuals and their families.

5. Apply knowledge about the impact of psychosocial stressors resulting from acute and chronic disease on individuals and their families.

6. Describe the impact of acute and chronic physiological alterations on the adaptive response of humans.

7. Collaborate and communicate with clients, families and other health care professionals in planning and implementing nursing care to adults and children.

8. Integrate relevant research findings in the care of adult and pediatric clients and their families.

EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study I</td>
<td>20%</td>
</tr>
<tr>
<td>Final</td>
<td>15%</td>
</tr>
<tr>
<td>Group Project</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Discussion</td>
<td>30%</td>
</tr>
<tr>
<td>Grade</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>A</td>
<td>93 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>85 - 92%</td>
</tr>
<tr>
<td>C</td>
<td>78 - 84%</td>
</tr>
<tr>
<td>D</td>
<td>70 - 77%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;69%</td>
</tr>
</tbody>
</table>

**DISCLAIMER**

This syllabus is subject to change. Any change that is made will be provided to the student in writing.

**REHABILITATION ACT**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have a disability to please make contact with the Center for Personal Development.
Located: Spaulding Building, Room 155 (1st Floor)
Coordinator: Mr. Fred Sapp
Telephone: (910) 672-1203

**HONOR CODE**

All students are expected to maintain high ethical and moral standards. A very important component of this is the Honor Code. All students are expected to support academic integrity in all written work, quizzes, and examinations.

**Dishonesty In Academic Affairs**

Acts of dishonesty in any work constitutes academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: any failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building.

Preparation of written work should contribute to clear communication. All work should be typewritten, following guidelines of the Publication Manual of the American Psychological Association (6th edition),
2001. A cover page and reference page should be included. References should include journals and books other than the ones listed in nursing course textbooks. The APA Manual may be purchased in FSU’s Bookstore.

Good writing is an art and craft. Correct grammar facilitates clear communication. Ideas should be developed clearly and logically. Papers with numerous grammatical errors, poor sentence structure, and improper documentation can lose points. A writing center is available on campus if a student needs assistance. The number to this center is: 672-1033. All work is expected to be turned in on time.

COURSE REQUIREMENTS

ATTENDANCE

This course consists of three hours of lecture per week. The university attendance policy applies. A student is allowed a maximum of two absences. The student is responsible for arranging a meeting time with the instructor to discuss missed materials. Students are expected to contact the faculty member, prior to or as soon as possible, in the event an emergency absence is necessary.

PAPERS AND EXAMINATIONS

Students are expected to submit required work on time. Examinations are to be taken when scheduled. Unexcused absence from a test will result in a zero (0). Make up examinations, if given, will be based on the original objectives, but the terms will be different. Late papers will not be accepted and will be awarded a grade of “0”.

TEACHING STRATEGIES

• Lecture, discussion, questioning techniques
• Group activities
• Audio-visual aids
• Computer assisted instruction
• This course is web-enhanced on Blackboard

General Guidelines for the Threaded Discussion

The threaded discussion portion of this course is meant to mimic the in class dialogue that is found in classroom settings. The intent is to exchange information, ideas, and thoughts with fellow learners. Because a threaded discussion occurs asynchronously you don't have to be concerned with interrupting someone while they are talking. But there are some important things to remember when posting on a threaded discussion. The following are the criteria that you need to meet to earn your full discussion points. All weekly discussion questions are weighted differently. All Responses to discussions are
due by Midnight CST on the last day of the Unit. Weekly discussion postings are closed Friday at Midnight and you will not be able to past after this time.

Please refrain from simply stating I agree or good answer in your response postings.

1. If you are posting ideas as factual knowledge you need to be able to support your information with credible references.
2. Please review the grading rubric for course discussions.

Grading Rubric for Weekly Discussions

<table>
<thead>
<tr>
<th>1 point = 25%</th>
<th>2 points = 50%</th>
<th>3 points = 75%</th>
<th>4 points = 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will earn one point for your weekly discussion if you respond to all parts of the initial question.</td>
<td>Your will earn 2 points if you not only respond to the initial but you provide a peer reviewed reference with your initial post in 6th edition APA format. These references can either be class notes, peer reviewed reference journals, or other appropriate text. You may not use random websites such as wikipedia, etc. If you have any questions as to what is appropriate please do not hesitate to ask. References need to be in APA 6th ed. format for full credit. EBSCO host is a wonderful search engine for nursing journal articles.</td>
<td>You will receive three points for your weekly discussion if you not only post your initial response, peer reviewed references but you also respond to at least two of your peers. These references can either be class notes, peer reviewed reference journals, or other appropriate text. You may not use random websites such as wikipedia, etc. If you have any questions as to what is appropriate please do not hesitate to ask. References need to be in APA 6th ed. format for full credit. EBSCO host is a wonderful search engine for nursing journal articles.</td>
<td>You may earn all four points if you follow all of the criteria for 1, 2 and 3 points and provide appropriate references to your two responses to your peers. These references can either be class notes, peer reviewed reference journals, or other appropriate text. You may not use random websites such as wikipedia, etc. If you have any questions as to what is appropriate please do not hesitate to ask. References need to be in APA 6th ed. format for full credit. EBSCO host is a wonderful search engine for nursing journal articles.</td>
</tr>
</tbody>
</table>

Remember it is your choice as to how many points you would like to receive for your discussions. The reason there is so much work involved with weekly discussion is that this is where the bulk of your work will be. Remember weekly discussion is worth 30% of your grade. If you have any questions as to the breakdown please let me know.

One thing that I will not tolerate is plagiarism. Please do not cut and paste from an article and call it your own. You need to reference all of your sources. You need to adhere to FSU’s policy on plagiarism.

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters</th>
<th>Assignments</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week One</th>
<th>2, 3, 4</th>
<th>Post your Introduction Weekly Discussion Posting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Two</td>
<td>5, 6, 7, 8</td>
<td>Weekly Discussion Posting</td>
</tr>
<tr>
<td>Week Three</td>
<td>17, 18</td>
<td>Weekly Discussion Posting</td>
</tr>
<tr>
<td>Week Four</td>
<td>19, 20, 22, 23</td>
<td>Weekly Discussion Posting Case Study 1 due at the end of Week 4</td>
</tr>
<tr>
<td>Week Five</td>
<td>25, 26, 33, 34</td>
<td>Weekly Discussion Posting Midterm will be open this week.</td>
</tr>
<tr>
<td>Week Six</td>
<td>12, 13, 14, 15</td>
<td>Weekly Discussion Posting</td>
</tr>
<tr>
<td>Week Seven</td>
<td>36, 37, 28, 29</td>
<td>Weekly Discussion Posting Group Projects Due!!!!!</td>
</tr>
<tr>
<td>Week Eight</td>
<td></td>
<td>Final</td>
</tr>
</tbody>
</table>

**Course Outline**

**Lesson One**

*Chapters 2, 3, and 4*

- Discuss normal genetic inheritance
- Discuss mechanisms of abnormal genetic inheritance
- Understand altered biology and biologic mechanisms
- Understand normal fluid and electrolyte balance in the body
- Discuss abnormalities of fluid and electrolyte balance in the body

Respond to discussion question(s)

**Lesson Two**

*Chapters 5, 6, 7, 8*

- Discuss mechanisms of immunity in the body
- Describe the inflammatory process in the body
- Describe mechanism of hypersensitivity
- Discuss mechanisms of various types of infections
- Understand immunodeficiency states
- Discuss interrelationship of stress and disease
Respond to discussion question(s)

**Lesson Three**

*Chapters 17, 18*

- Discuss the Endocrine System
- Discuss the mechanisms of Hormonal Regulation
- Describe alterations in Hormonal Regulation

Respond to discussion question(s)

***Assignment***

**Lesson Four**

*Chapters 19, 20, 22, and 23*

- Discuss alterations in normal cardiovascular function
- Describe normal structure of the hematologic system
- Understand functions of the hematologic system
- Describe alterations in the structure and function of the hematologic system

Respond to discussion question(s)

*Case Study I Due Midnight CST at the end of Lesson 4*

**Lesson Five**

*Chapters 25, 26, 33, 34*

- Understand normal functioning of the pulmonary system
- Discuss alterations in the normal function of the pulmonary system
- Describe normal functioning of the gastrointestinal system
- Describe alterations in the normal functioning of the gastrointestinal system

Respond to discussion question(s)

***Assignment***

*Midterm will be open for 3 days... More to come on these dates*

*Your Midterm covers content from Week 1 – Week 4!*

*Remember that the exam is one hour long. Once you sign into the test and start you cannot stop and retake. So plan ahead and ensure that you have a good hour to complete the exam.*
Lesson Six

*Chapters 12, 13, 14, 15*

- Discuss normal functioning of the neurological system
- Describe alterations in the normal functioning of the neurological system

Lesson Seven

*Chapters 36, 37, 28, 29*

- Understand normal functioning of the musculo-skeletal system
- Describe alterations in the normal functioning of the musculo-skeletal system
- Describe normal functioning of the renal system
- Discuss alterations in the normal functioning of the renal system

***Assignment***

*Group Presentations*

- Remember you need to have the presentation ready at the start of Week 7. Your group will have its own discussion tab where you will post your PPT and your groups discussion question

Lesson Eight

*Chapters 9 & 10*

- Understand pathophysiologic basis of cancer
- Discuss mechanisms of alterations in normal body function due to cancer

**Final Exam – Comprehensive Week 1 – Week 8**
Case Study I

You will need to come up with a case study. I have posted a sample one for you to review. You can pick any disease process. You must provide a brief synopsis of how your patient is presenting for your case study. If you have any questions please do not hesitate to call or contact me. Remember to think about what is going on and what you think the patient has and what body system is affected! Good Luck! Use the criterion of this rubric as your headers for your paper.

Please use the following criteria as your rubric. Use the criterion of this rubric as your headers for your paper.

Case Study Grading Rubric

<table>
<thead>
<tr>
<th>Criteria for Case Study</th>
<th>Possible Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the correct system in the case study. All you need in this area is to just state what system is being affected ie.. reproductive, digestive, endocrine, etc…..</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Describe normal structure of identified system. Since this is worth 20 points please make sure you have at least 3-4 well structured paragraphs. Remember a paragraph is not 2 sentences!</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Describe alterations in the normal functioning of identified system. Since this is worth 20 points please make sure you have at least 3-4 well structured paragraphs.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Identify possible lab and other diagnostic tests which could be potentially ordered in the care of patient.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Identify appropriate nursing interventions. This should be at least 2 well structured paragraphs.</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Proper use of grammar and clarity of writing style to include spell check; page length not to exceed 8 pages to include reference page.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>APA format for paper writing is correct. Please review APA 6th edition for what is expected in an APA 6th ed. paper.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>References are cited throughout paper to include one accredited nursing journal. Remember do not use Wikipedia, WebMD or other non accredited sources for your information. Please use text books, journals, and other information sites that are published and reviewed. If you have any questions on what sites are acceptable please do not hesitate to ask!</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

All late papers will receive an automatic deduction of 5 points per day unless approved by course instructor

After reading the following case study please refer to your case study rubric for guidelines on how to proceed with your paper. If you have any questions please do not hesitate to call or contact me.

Group Project Assignment
For this assignment you will be divided into groups. Each group will pick one disorder from a list provided by the instructor. Once you have decided on a disorder you will need to discuss the following criteria in relation to your disorder and present your material to your peers. This presentation will be in the form of a power point presentation that will be uploaded (by instructor) to the course and viewed by your peers. Each presentation will also have a discussion question that will be posted at the end. This question will be developed by the group. The power point presentation will be due to the instructor Midnight CST before the start of Lesson 7 so that it can be uploaded and ready to go for the week. The following are the criteria that need to be addressed in this group project. Please note that you will be evaluating your peers contribution to this project. One grade will be given to all of the students who work on the project.

Briefly describe the system your disorder affects. This includes what role said system has in relation to the pathophysiology.

1. Describe the pathophysiology of the disorder. This includes any cells that are involved, how it affects normal pathophysiology.
2. What are the manifestations of the disorder.
3. What nursing interventions can be used to treat the disorder.
4. What is the current research or literature on the disorder

I have given many group presentations in my undergrad and graduate education and the following are some tips I can offer which may be of use. Once you have decided on a group, brainstorm and come up with what disorder you want to use. Next, fairly divide each portion of the project between peers. Create an email group so that all can stay informed. Have one person be the person to put all the pieces together so that there is consistency in the look of the presentation. Keep each other abreast of all information. If all parties do their portion and work together group projects are enjoyable and an easy grade. Remember you have to work together in healthcare so participating in group projects help to strengthen our concept of group work and provides a way of interaction between you and your classmates.

Please note there is a rubric for this group project. Please call me for any other questions related to this assignment. Group projects are scheduled to be given Week 7.
<table>
<thead>
<tr>
<th>Group Project Criteria</th>
<th>Possible Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly describe body system in which disorder is found</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Describe the pathophysiology of the disorder. This includes any cells that are involved, how it affects normal pathophysiology.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Describe the manifestations of the disorder.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Describe nursing interventions can be used to treat the disorder.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>What is the current research or literature on disorder</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Include a reference page with presentation</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Correct APA format is used and correct usage of grammar and editing tools such as spell check. Turned in on the assigned date. (5 point deduction per day)</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>