NURS 3366-072 Pathophysiologic Processes: Implications for Nursing Syllabus
Summer 2015

Instructor(s): Debra Hurd, PhD, RN, CNE
Office Number: 532 Pickard Hall

Office Telephone Number: 817-272-2776
(There is no voice-mail at this number, only a receptionist. The preferred way to contact the instructor is via e-mail.)

Email Address: hurd@uta.edu

Faculty Profile: https://www.uta.edu/profiles/debra-hurd

Office Hours: None. Contact coaches and instructor via email with questions and issues.

Section Information: NURS 3366-072; 3 credit hours.

Time and Place of Class Meetings: This course is completely online. No in-seat attendance required.

Description of Course Content: Pathophysiologic alterations, their interactions, and effects on persons across the life span as a basis for therapeutic nursing interventions.

Student Learning Outcomes:
1. Discuss human anatomical structures, physiologic processes and pathologic alterations that are expressed as diseases of cells, organs and body systems across the lifespan.
2. Describe environmental and genetic factors known to influence disease development.
3. Describe epidemiological, etiological, and risk factors associated with prevention, transmission, restoration, and/or modification of disease processes.
4. Describe specific compensatory mechanisms used by the human body in response to pathophysiologic processes.
5. Relate pathophysiologic functioning of selected processes with the resulting signs and symptoms.
6. Apply knowledge of select pathologic processes in the nursing management of patient diseases across the lifespan.
7. Apply current research findings with evidence-based guidelines for the nursing management of selected diseases.

Recommended Textbooks and Other Course Materials:
Huether, S.E. & McCance, K.L. (2012). *Understanding Pathophysiology* (5th ed.). Mosby. You are not required to purchase the Evolve portion of this book nor are you required to purchase the study guide.

For reference *as needed*: any nursing/medical dictionary (examples: Mosby's, Tabers); any anatomy and physiology book; any microbiology book.

Descriptions of major assignments and examinations:

1. Assignments:
   - There are online 10 Assignments to be submitted per semester, each worth 1% (all Assignments together are worth 10% of grade). See Course Schedule for their due dates.
   - Assignments consist of critical thinking questions based on notes that are called "Required Reading Documents (RRDs)" and other study material.
2. Examinations:
   - There are a total of five online exams, each of which is worth 18%. See Course Schedule for their due dates.
   - Exams consist of critical thinking questions based on notes that are called "Required Reading Documents (RRDs)," assignments, and other provided study material.
   - Tests 1, 2, 3, and 4 are 40 questions each and covers content from their respective RRDs. Exam 5 is the final exam. It consists of 70 questions and *is* cumulative in content. These are timed exams in which you will see and answer only one question at a time. You will not be able to go back and forth between questions.

Attendance: There are no attendance requirements. Any student who enters the course after the first day of class (ie. during late registration), will be responsible for any missed course material. No opportunity will be given to make up any assignment or test deadlines that are missed due to late registration.

Other Requirements:

1. Prerequisites for this course: BIOL 2457, 2458, CHEM 1451.

2. **To be able to participate fully in assignments and exams in this course, a student must:**

- have reliable and speedy internet access. This course requires a student to have reliable internet access and fast connection speed, as he or she will be taking online tests that are timed. For more information on computer needs specific to Blackboard, please go to: http://www.uta.edu/blackboard/students/index.php Alternatively there is the UTA Help Desk 817-272-2208 or helpdesk@uta.edu and/or the Learning Resource Center (LRC) in Pickard Hall: http://www.uta.edu/nursing/centers/resource/lrc.php.

- have a webcam for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable. This course requires the use of LockDown Browser and a webcam for online exams. Watch this short video to get a basic understanding of LockDown Browser and the webcam feature. Then download and install LockDown Browser from this link:

  http://www.respondus.com/lockdown/download.php?id=163943837

Note: Don't download a copy of LockDown Browser from elsewhere on the Internet; those versions won't work at our institution.

To take an online test, start LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review this Student Quick Start Guide (PDF).

Finally, when taking an online exam, follow these guidelines:
• Ensure you're in a location where you won't be interrupted
• Turn off all mobile devices, phones, etc.
• Clear your desk of all external materials — books, papers, other computers, or devices
• Remain at your desk or workstation for the duration of the test
• If a webcam is required, make sure it is plugged in or enabled before starting LockDown Browser
• LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted
• If a webcam is required, you will be recorded during the test to ensure you're using only permitted resources

- have intermediate-level computer competency. A student will struggle in this course if he or she is not completely comfortable with using email, accessing Blackboard, uploading and downloading documents, and accessing resources such as search engines & websites.

- check Blackboard & UTA email for messages and important information on a daily or near-daily basis. UTA email must always be used, and e-mails from student's personal email accounts such as g-mail, etc will not be responded to.

3. To receive credit for assignments and tests, a student must submit them by the deadlines stated in the Course Schedule. **A student in this course must be very familiar with due dates, and also with the following rules and procedures if a problem occurs in meeting a deadline**.

Problem	What to do	Comments
"Computer incident" A computer and/or internet error occurs while a student is taking a test or submitting an assignment.	**Immediately send an email to the instructor.** The email should detail the problem. It should be very clear as to how the computer issue interfered with submission of assignment or test. Then click on "24/7 Blackboard Support" on the Bb login page to see if an IT	A student who has a computer incident will be counseled to seek ways of ensuring that another incident does not occur. A "loss of internet access" at my home or apartment is typically not considered as a valid excuse for a "computer incident."

	person can help with the problem. **Do not ask them to "reset your test or assignment" but rather, ask them if there is a problem currently with Blackboard that has interfered with your test or assignment submission.** Check your email's inbox frequently for a response from the instructor, who will consider the situation, and if appropriate will "reset" the test or assignment submission for the student. Example: A student begins to take Test 1 at 2 am on Monday. After answering two questions, he notices that his screen has frozen. He immediately shuts down the site, accesses his UTA emails, and sends an explanation of the incident to the instructor. He then accesses the "24/7 Blackboard Support" technician, who is able to explain how to avoid a repeat of the incident. At 6 am the same morning the student checks his emails again and sees that the instructor has re-set his test for him. He takes the test without incident.	There are many sources of free wireless access: Starbucks, McDonalds, the Public Library, the Student Center at UTA, etc. Only one "computer incident" will be allowed per student without consequence. Thereafter the instructor may impose a penalty, such as subtracting points from the student's score. ***Warning:*** *Do not assume that if you take the test in the last six hours of the testing window, and need your test "re-set" that you will be granted an extension of the test deadline. The tests are typically open to you for approximately 48 hours. I highly recommend checking your e-mail frequently if you have requested a test re-set, and definitely at least two hours prior to the deadline of the test or assignment.* There is also the possibility that the test or assignment will not be reset at all and the student will receive no credit.

Problem	What to do	Comments
"Deadline not met" There are very adequate windows of time in which to	**To obtain an extension of deadline, send an email to instructor** with written excuse/verification attached	Any test taken after the scheduled test window deadline (for any reason) will be in a format

take tests and submit assignments and therefore it should be very rare to need a deadline extension. However, if a deadline is missed for urgent or emergent reasons (*personal illness, illness of child, critical illness or death of family member, jury duty that cannot be rescheduled, other court or legal circumstances, and military commitments that cannot be rescheduled*) a deadline extension or make-up test *may* be considered if all procedural steps are taken properly. **Please note:** • A "loss of internet access" or computer incident that kept you from accessing the test at your home or apartment is typically not considered as a valid excuse for completely missing an assignment or test. There are many sources of free wireless access: Starbucks, McDonalds, the Public Library, the Student Center at UTA, etc. • I was scheduled to work and could not take my test is also not typically considered a valid excuse for missing an assignment or test.	(physician note or release form, obituary of loved one, airline ticket voucher, etc). This email must be sent no later than <u>24 hours</u> after the deadline in order for a deadline extension to be considered. <u>Example 1:</u> A student is hospitalized during the "open window" to take Test 1 and misses the 8 am Monday deadline. He sends an email to the instructor before 8 am Tuesday *(ie, within 24 hrs)*, along with the doctor's excuse, and asks to take the test at 8 am on Wednesday. The instructor opens the timed test for him at that time. <u>Example 2</u>: A reservist must deploy for a week during the open window for Test 1. She sends an email to the instructor at the beginning of the semester, along with a copy of her deployment orders. Arrangements are made to take the test when she returns. <u>Example 3</u>: A student misses a Monday assignment deadline because a sinus infection has made her too sick to concentrate. She sends an email to the instructor with a doctor's excuse by 8 am Tuesday and is allowed a new deadline of Thursday at 8 am.	determined by the instructor and may include alternate format questions, such as *fill in the blank, short answer, matching, or essay.* A penalty such as subtracting points may be considered for a student who establishes a pattern of seeking extensions of deadline (i.e., more than one extension of deadline request). **<u>Please note:</u>** *Once an exam is already taken, it is too late to request a re-take for extenuating circumstances.* *In addition, it is possible to miss one exam, and still pass the course with a "C" if you make high "As" on all of the other tests and assignments, but it is very difficult.* *If you miss an exam and do not have an approved excuse as explained here, you may wish to consider dropping the course. It is highly recommended that you pay very close attention to deadlines in this course.*

4. Students must have unswerving commitment to academic honesty.

Specific examples of maintaining test-taking integrity in this course include

- working alone and without notes or other resources (including electronic ones) when taking online tests. (Most of the questions are critical thinking questions, not just rote information to memorize, so answering a question correctly will entail true understanding of the content. Thus using forbidden "helpers" such as cheat sheets, etc, will not be particularly helpful anyway.)

- maintaining test security by not discussing the questions with your peers or attempting to copy the tests in any way. This includes saving the tests to a personal computer, printing them out, and/or using screen shots, all of which are strictly forbidden. Remember, you may be in other pre-nursing classes with students who have not yet taken pathophysiology. If you discuss test questions or content of tests with these students, this is a violation of test security, and will result in being reported for academic dishonesty.

- acknowledging the following pledge prior to each test:

> *By submitting this test, I certify these responses are entirely my own work and that I have not used notes, the textbook, the internet, or other electronic applications while taking the exam.*
> *I have not copied the work of any other student (past or present) or collaborated with anyone on this quiz.*
> *I will not share the questions or answers from this test with other students.*
> *I understand that I am allowed <u>blank</u> paper and a pencil to work out problems as necessary but that I must shred the paper afterwards. NO other papers or books shall be open in view.*
> *I understand that not adhering to the pledge above constitutes academic dishonesty,*
> *which is grounds for dismissal from the program.*

As for assignments:

- Active discussion of Assignments as a learning tool, such as during a study group meeting, is allowed.
- However, simply copying someone else's assignment answers is an example of academic dishonesty.

Whether in regards to test-taking or assignments, all students are ethically bound to report knowledge or suspicions of dishonest behavior in this course.

Grading: Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

<u>UTA College of Nursing grading criteria</u>:

- In order to successfully complete an undergraduate nursing course at UTA, the following minimum criteria must be met:
  - ***70% weighted average on exams.***
  - 70% weighted average on major written assignments.

- 90% on math test (if applicable).
- 90% on practicum skills check offs (if applicable).

- In undergraduate nursing courses, all grade calculations will be carried out to two decimal places and there will be no rounding of final grades. Letter grades for tests, written assignments and end-of-course grades, etc. shall be:
  A= 90.00 – 100.00
  B= 80.00 - 89.99
  C= 70.00 – 79.99
  D= 60.00 – 69.99

- The existing rule of C or better to progress remains in effect; therefore, to successfully complete a nursing course, students shall have a course grade of 70.00 or greater. Grades will be accessible via Blackboard.

- There are no opportunities for "make-up" assignments or to earn extra credit in this course.

Grading process for Pathophysiologic Processes: Implications for Nursing:

- Assignments count as 10% of total course grade (10 X 1% each).
- Tests count as 90% of total course grade (5 X 18% each).
- Note: At the end of the semester the Assignments grade will only count if the student has at least a 70% *test* average. If the test average is less than 70%, the Assignment grades will not be eligible for addition into the course grade. This rule is in accordance with the UTA College of Nursing grading criteria (see above)…a student must have a 70% weighted average on exams.
- See the following table for example of grade calculations:

WEIGHTED GRADE CALCULATIONS EXAMPLE			
	Weight in points (ex: 1% = 1 points)	**Student Grade in Decimals (ex: 83.5% = 0.835)**	**Weighted Points per item**
Assignment 1	1% of your grade = 1 points	72.3% = 0.723	1 X 0.723 = .723
Assignment 2	1	80% = 0.8	1 X 0.8 = .8
Assignment 3	1	70% = 0.7	1 X 0.7 = .7
Assignment 4	1	83.5% = 0.835	1 X 0.835 = .835
Assignment 5	1	90% = 0.9	1 X 0.9 = .9
Assignment 6	1	60% = 0.6	1 X 0.6 = .6
Assignment 7	1	100% = 1	1 X 1 = 1
Assignment 8	1	0 (no submission)	1 X 0 = 0
Assignment 9	1	90% = 0.9	1 X 0.9 = .9
Assignment 10	1	75% = 0.75	1 X 0.75 = .75
		Total assignment points	**7.208**
Test 1	18	65.2% = 0.652	18 X 0.652 = 11.736
Test 2	18	80% = 0.8	18 X 0.8 = 14.4
Test 3	18	70% = 0.7	18 X 0.7= 12.6
Test 4	18	71.5% =0.75	18 X 0.75= 13.5
Final exam	18	85.7% = 0.85	18 X 0.85 = 15.3
		Total test points 67.536 Possible test points = 90, so 67.536 out of 90 = 75% weighted test average. Since this is 70% or above, assignments *will* count for this student**.**	
Total points: 7.208 + 67.536 = **74.744** = Course grade of **C**			

NURS 3366-072 Pathological Processes: Implications for Nursing
Online Course Schedule Summer 2015

WK	Date Sun -Sat	Content, required weekly preparation/study, and what's due to submit.
		ALERT: Weeks **1-4** have the largest amount and probably most difficult material of the whole semester. You must "dive in" right away with *utmost studiousness* or you will get behind! ↓
		General flow each week: 1. **REQUIRED:** Read Announcements & UTA emails each day. 2. **REQUIRED:** Read ***RRD*** ("Required Reading Document") of the week's topic. These are posted on Blackboard with your assignments. 3. Not required but recommended: Read "Prep" for each topic as needed, watch podcasts, review related quizlet cards, and review any additional study materials that are posted: concept maps, case studies, crossword puzzles, test blueprints, etc… 4. Not required but recommended: Fill in Assignment Worksheet as a tool for Assignment Submission. *5.* **REQUIRED:** Weekly assignment submission(s) by due date & time. (*Late or not submitted = zero points.)* 6. Not required but recommended: Review answers and rationales of assignments when posted. *7.* **REQUIRED:** During test weeks, take test by due date & time. *(Late or not submitted = zero points.)* 8. Not required but recommended: Review answers and rationales of tests when posted.
1	**6/8-6/13**	**Orientation to course**: Read the following **REQUIRED** posted documents: • Syllabus • Course Overview • Course Schedule (this document). • How-to Manual for Studying Patho • "Required Reading Document " (**RRD #1**): *Basic Concepts of Pathophysiology & Implications for Nursing, Genetic Influence in Disease, Intracellular Function and Disorders* • Do any other optional course documents / activities (as described above) to help you learn the material. • **Submit Assignment #1 by noon on Friday 6/12.** ***(you may submit assignments earlier, but not AFTER submission deadline.)***
2	**6/14-6/20**	**Read RRD #2:** *Alterations in Fluids & Solutes, Altered Cellular and Tissue Biology; Altered Cellular Proliferation* • Do any other optional course documents / activities (as described above) to help you learn the material. • **Submit Assignment #2 by noon on Tuesday 6/16.** **Test 1 window opens 8AM Thursday 6/18 and closes at 8am on Sunday 6/21. It covers content from readings and assignments 1 & 2. (Closure of a test window means "DEADLINE". You may submit tests earlier, but not AFTER submission deadline.)**
3	**6/21-6/27**	**Read RRD #3**: *Mechanisms of Defense: Inflammation & Immune Function & Disorders* • Do any other optional course documents / activities (as described above) to help you learn the material. • **Submit Assignment #3 by noon on Tuesday 6/23.** **Begin reading RRD #4**: *Disorders of Hematologic System* • Do any other optional course documents / activities (as described above) to help you learn the material.

4	**6/28-7/4**	**Complete RRD #4**: *Disorders of Hematologic System* • **Submit Assignment #4 by noon on Sunday 6/28.** **Test 2 window opens 8AM Tuesday 6/30, and closes at 8am on Friday, 7/3. It covers content from readings and assignments 3 & 4.** **Begin reading RRD #5:** *Alterations in the Circulatory System: Peripheral Vascular & Cardiovascular Problems* • Do any other optional course documents / activities (as described above) to help you learn the material.
5	**7/5-7/11**	**Continue reading RRD #5:** *Alterations in the Circulatory System: Peripheral Vascular & Cardiovascular Problems* • Do any other optional course documents / activities (as described above) to help you learn the material. • **Submit Assignment #5 by noon on Wednesday 7/8.** **Begin RRD #6**: *Alterations in the Pulmonary System* • Do any other optional course documents / activities (as described above) to help you learn the material.
6	**7/12-7/18**	**Continue reading RRD #6**: *Alterations in the Pulmonary System* • Do any other optional course documents / activities (as described above) to help you learn the material. • **Submit Assignment #6 by noon on Monday 7/13.** • **Read RRD #7**: *Disorders of the Genitourinary and Renal Systems* • Do any other optional course documents / activities (as described above) to help you learn the material. • **Submit Assignment #7 by noon on Saturday 7/18.** •
7 ***Drop date 7/23***	**7/19-7/25**	**Test 3 window opens 8AM Monday, 7/20 and closes at 8am on Thursday, 7/23. It covers content from readings and assignments 5,6,7.** **Read RRD #8**: *Disorders of the* Neurologic System • Do any other optional course documents / activities (as described above) to help you learn the material. • **Submit Assignment #8 by noon on Sunday, 7/26.**
8	**7/26-8/1**	**Complete RRD #8**: *Disorders of the* Neurologic System • **Submit Assignment #8 by noon on Sunday, 7/26.** **Read RRD #9**: *Disorders of Endocrine System* • Do any other optional course documents / activities (as described above) to help you learn the material. • **Submit Assignment #9 by noon on Thursday 7/30.**
9	**8/2-8/8**	**Read RRD #10:** *Disorders of the Gastrointestinal System* • Do any other optional course documents / activities (as described above) to help you learn the material. • **Submit Assignment #10 by noon Tuesday 8/4.** **Test 4 window opens 8AM Thursday, 8/6, and will close at 8am on Sunday 8/9. It covers content from readings and assignments 8,9,10**
10	**8/9-8/15**	**Study for cumulative final exam once you have completed Test #4.** **Final exam window opens 8am Thursday, 8/13 and closes at 8am on Monday, 8/17. The final exam covers content from readings and assignments 1-10.**
11	**8/16 – 8/18**	**Complete the final exam if you have not already done so by 8am on Monday, 8/17.** **Check your final grade in the grades tab when you receive an e-mail to do so.**

~~~~~~

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. D. Hurd, PhD, RN, CNE.
~~~~~~

Content	Learning Objectives/Outcomes Specific to Subject **STUDENT WILL DESCRIBE/DISCUSS/IDENTIFY:**
Basic Concepts of Pathophysiology	1. Concepts underlying the nomenclature of physiology and pathophysiology. 2. Appropriate, general application of those concepts to disease processes and situations.
Genetic Influence in Disease	1. Genetic alterations resulting in chromosomal aberrations and their relationship to disease processes such as trisomy 21 & Philadelphia-chromosome linked chronic myelocytic leukemia. 2. Genetic alterations resulting in protein synthesis defects and their relationship to disease processes such as sickle cell anemia, polycystic kidney disease, hemophilia 3. Some therapeutic uses of recombinant DNA.
Alterations in Fluids, Electrolytes, & Intracellular Functions	1. The concepts of physiologic and pathophysiologic fluid shifts between the body's fluid compartments as driven by alterations in osmolality, oncotic pressure, tonicity, hydrostatic pressure, and control mechanisms such as RAAS, natriuretic peptide system, & ADH. 2. The effect of alterations of key molecular substances such as hydrogen, sodium, potassium, chloride, calcium, phosphorous, magnesium, proteins, O2, CO2, HCO3, H2CO3, and glucose on fluid shifts and other body processes, including acid / base balance. 3. Normal cellular metabolism and its alternate states, including anaerobic metabolism and the processes of glycogenesis, glycogenolysis, and gluconeogenesis. 4. The relationship of all the above to certain disease processes and signs and symptoms (S&S), including: • fluid overload and fluid deficit states, including SIADH & DI. • basic states of acidosis and alkalosis. • hyperpolarized and hypopolarized plasma membrane. • alterations of glucose availability. • alterations in usage of certain vitamins.
Altered Tissue & Cellular Proliferation	1. Key aspects of normal tissue types and normal cellular life /death cycle such as differentiation & apoptosis. 2. Aspects of the cell injury process such as spectrum of injury, cell swelling, enzymatic spillage such as CK and troponin. 3. Causative factors and sequela of reversible and irreversible cellular injury such as hypoxia, ischemia, necrosis, free radicals, cellular accumulations, anemias. 4. Factors that contribute to the development and destructive properties of free radicals, effect on body cells, and counteractive therapeutic measures. 5. Causative factors, mechanism, and significance of tissue adaptation processes such as atrophy, hypertrophy, hyperplasia, metaplasia, dysplasia. 6. Causative factors in pathologic cellular proliferation, including genetic influence, infective processes, and environmental effects.

	7. Nomenclature of benign versus malignant cancers, diagnostic & genetic markers, classifications, staging, and clinical significance of each. 8. Correlation of information in 1-5 above with disease processes and manifestations.
Mechanisms of Defense: Alterations in Inflammation & Immune Function; Infection	1. Basic aspects of 1st line of defense and effects of pathologies such as Sjögren's syndrome. 2. Basic aspects of 2nd line of defense, including • normal inflammatory processes: roles of mast cells; plasma protein acute phase reactants; biochemical mediators such as histamine, prostaglandins, leukotrienes, cytokines; clotting cascade; and phagocytes such as neutrophils and macrophages. • relationship of above processes to acute local and systemic manifestations (such as sepsis); diagnostic tests such as CRP and ESR; and basic treatment modalities. • normal and abnormal post-acute inflammatory outcomes, including resolution and repair of tissue; chronic inflammation; and sequelae of a diminished inflammatory defense system such as in phagocyte and complement deficiencies. 3. Basic aspects of 3rd line of defense, including • normal immunocyte processes, including roles of cell-mediated and humoral systems • differences between active & passive immunity and their subcategories natural and artificial therapeutic / preventative measures such as vaccinations & immunoglobulin therapy • immune deficiency disorders such as AIDS and the interrelationship of • its epidemiological considerations, including prevention. • its pathophysiology, including mechanisms of action of its causative retrovirus, HIV. diagnostic & monitoring tests, S&S, and basic treatment modalities. • opportunistic infections such as CMV retinitis, thrush, PCP pneumonia, & Kaposi's sarcoma, and their significance. • hypersensitivities such as • allergic reactions, including anaphylaxis. • autoimmune processes such as Graves disease, myasthenia gravis, systemic lupus erythematosus, rheumatoid arthritis, Goodpasture's, hemolytic reactions, Type I diabetes, multiple sclerosis, celiac disease • alloimmune reactions such as blood transfusions, Rh factor incompatibility of fetuses, histocompatibility issues. 4. Concepts underlying and application of infectious disease terminology such as host, vector, pathogen, virulence, factors related to transmissibility, opportunistic, nosocomial, community-acquired, and others. 5. The interrelationships between etiology, pathophysiology, clinical manifestations, and basic treatment modalities of select infectious disorders and sequelae such as sepsis, cellulitis, tetanus, botulism, influenza, herpes, shingles, chicken pox, measles, mumps, rabies; malaria & other parasitic infections; select types of infectious enterocolitis; resistant organisms such as MRSA, VRE, and strep pneumoniae.

Hematologic & Lymphatic Systems	1. Key physiologic features of lymphatic system and their relationship to derangements such as lymphadenopathy and lymphomas. 2. Key physiologic features of hematological system & their relationship to pathological derangements: • hematopoietic system: various anemias, polycythemias, leukemias, and splenic problems. • platelets, the clotting cascade, and the fibrinolytic system: ITP, hemophilia, von Willebrand disease, DIC, and thromboembolic disorders. 3. Correlation to clinical manifestations, diagnostic tools, and basic treatment modalities of the above pathologies.
Disorders of the Circulatory System	1. DESCRIBE/DISCUSS/IDENTIFY**:** influences upon and results of appropriate, forward, effective, oxygenated blood flow through the heart and peripheral system, such as normal cardiac structure, cardiac cycle, cardiac output, preload, afterload (AKA vascular resistance), contractility, neuroelectrical status of the heart, status of peripheral vessels, perfusion of tissues. 2. Relationship between derangements of the above structural and hemodynamic processes and the etiological factors, clinical manifestations, diagnostics, and basic treatment modalities of disorders such as: • arteriosclerosis and atherosclerosis • peripheral arterial disease • venous disorders • hypertension • coronary artery disease • stable angina and acute coronary syndrome • valvular disorders • heart failure • shock
Pulmonary System	1. The relationship between key aspects of normal pulmonary function and the pathophysiology involved in: a. select restrictive pulmonary conditions, including: ○ pleural alterations such as effusion and pneumothorax ○ airway & pulmonary tissue disorders such as croup, acute epiglottitis, pneumonia, pulmonary edema, tuberculosis, and bronchogenic cancer. ○ vascular disorders such as pulmonary embolus. • select obstructive pulmonary conditions, including ○ asthma, chronic bronchitis, emphysema, 2. Signs and symptoms related to above pathological conditions, including significance of diagnostic test results used to evaluate and monitor pulmonary function, including peak flow test, ABGs, and V/Q computations.
Disorders of Renal & Genitourinary Systems	1. The relationship between key aspects of normal genitourinary function and the pathophysiology involved in select genitourinary-related conditions, including: • female-specific disorders: endometriosis, ovarian cancer, PID, osteoclastic aspect of menopause • male-specific disorders: testicular cancer, benign prostatic hyperplasia, prostate cancer

	• urologic problems: urinary tract infections, obstructions such as kidney stones 2. The relationship between key aspects of normal renal function and the pathophysiology involved in select renal conditions, including: • hydronephrosis. • glomerulonephritis • nephrotic syndrome • acute and chronic renal failure 3. Signs and symptoms related to above pathological conditions, including significance of diagnostic test results used to evaluate and monitor renal and genitourinary function, such as: • PSA • UA, BUN, creatinine, BUN / creatinine ratio, creatinine clearance 4. basic treatment modalities of the above pathologies.
Disorders of Neurologic System	1. The relationship between key aspects of normal neurological function and the pathophysiology involved in select neurologically-related conditions, including: • ophthalmic-related derangements/vocabulary • alterations in homeostasis of the CNS, including: o principles of CPP & ICP; effect of increased ICP (IICP) & cerebral edema o general states of altered states of consciousness & mentation such as delirium & dementia o meningitis o seizures. o brain attack—ischemic, hemorrhagic. o migraines o Parkinson's o Alzheimer's o multiple sclerosis • alterations in homeostasis of the peripheral nervous system, including: o myasthenia gravis 2. Signs and symptoms and basic treatment modalities associated with above pathological conditions.
Disorders of Endocrine System	1. Key aspects of normal endocrine function, especially feedback systems and influences on other body systems. 2. Pathophysiology of select derangements of endocrine glands, including problems of: • the pituitary gland, such as ACTH-related problems. • the thyroid gland, such as hyperthyroidism, hypothyroidism, calcitonin-related problems. • the parathyroid glands, such as hyperparathyroidism, hypoparathyroidism • vitamin D and calcium movement, such as osteopenia, osteoporosis • the endocrine pancreas, such as diabetes mellitus. • the adrenal glands, such as Cushing's syndrome, hyperaldosteronism, Addison's disease 3. Signs and symptoms related to above pathological conditions, including the significance of diagnostic test results used to evaluate and monitor

	endocrine function, such as TSH, T4, T3, cortisol, blood sugars, and glycosylated hemoglobin. 4. Basic treatment modalities related to altered endocrine conditions.
Gastrointestinal System	1. The relationship between key aspects of normal gastrointestinal function and pathophysiology involved in select gastrointestinal and accessory organ conditions including: • colorectal cancer, GERD, hiatal hernia, peptic ulcer disease, intestinal obstruction, inflammatory bowel disease, diverticular disease, appendicitis, upper and lower GI bleed. • jaundice, viral hepatitis, cirrhosis, cholelithiasis, cholecystitis, acute pancreatitis, pancreatic cancer, cystic fibrosis. 2. Signs and symptoms related to the above pathological conditions, including significance of diagnostic tests results such as hemoccult, bilirubin, amylase, lipase, liver enzymes, endoscopy, sweat test. 3. Basic treatment modalities related to altered gastrointestinal and accessory organ conditions.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. http://catalog.uta.edu/academicregulations/grades/#undergraduatetext

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

LIBRARY INFORMATION **Peace Ossom Williamson, MLS, MS, AHIP**
Nursing Liaison Librarian, Central Library Office 216
http://www.uta.edu/library | peace@uta.edu
Research information on nursing:
http://libguides.uta.edu/nursing

Undergraduate Support staff:

Holly Woods, *Administrative Assistant I, Pre-nursing & Senior II*
660 Pickard Hall, (817) 272-7295
Email: hwoods@uta.edu

Suzanne Kyle*, Administrative Assistant I, Junior I - Senior I*
661 Pickard Hall, (817) 272-0367
Email: skyle@uta.edu

Library Home Page	http://www.uta.edu/library
Subject Guides	http://libguides.uta.edu
Subject Librarians	http://www.uta.edu/library/help/subject-librarians.php
Database List	http://www.uta.edu/library/databases/index.php
Course Reserves	http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials	http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus	http://libguides.uta.edu/offcampus
Ask A Librarian	http://ask.uta.edu

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses:
http://www.uta.edu/library/services/distance.php.

STUDENT CODE OF ETHICS:
The University of Texas at Arlington College of Nursing supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the Student Handbook.

APA FORMAT
APA style manual will be used by the UTACON with some specific requirements for the undergraduate courses. The sample title page & instructions, as well as a Manuscript Preparation document can be found in the Student Handbook which can be found by going to the following link and clicking on BSN Student Handbook:
http://www.uta.edu/nursing/bsn-program/

OBSERVANCE OF RELIGIOUS HOLY DAYS:
Undergraduate Nursing faculty and students shall follow the University policy regarding Observance of Religious Holy Days:
(http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#6

NO GIFT POLICY:
In accordance with Regents Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a "no gift" policy. A donation to the UTA College of Nursing Scholarship Fund would be an appropriate way to recognize a faculty member's contribution to your learning. For information regarding the Scholarship Fund, please contact the Dean's office.

The Student Handbook can be found by going to the following link:
http://www.uta.edu/nursing/bsn-program/ and clicking on the link titled BSN Student Handbook.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.