**NURS 5318 (400) ADVANCED PATHOPHYSIOLOGY FOR MASTERS IN NURSING EDUCATION**

**Academic Partnership**

**Summer 2016**

**Syllabus**

**Instructor(s): Linda M. Grande, DNP, RN, CPNP-PC**

Office Number: Pickard Hall, Room 535

Office Telephone Number**:** Please do not call and/or leave a message at UTA CONHI. I am rarely on campus. Preferred methods of correspondence: Blackboard email and/or Blackboard Discussion Board, or just email me directly [grande@uta.edu](mailto:grande@uta.edu). Usually, 24 hours is normal response time to emails. Saturdays, Sundays, and/or a holiday are exceptions. Students can expect a response within 48 hours.

**Email Address:** [grande@uta.edu](mailto:grande@uta.edu)

All email sent via Blackboard (<https://elearn.uta.edu>) is directed to your MyMav email.

**Faculty Profile**: <https://www.uta.edu/profiles/linda-grande>

**Office Hours**: By appointment only.

**Time and Place of Class Meetings:**The entire class is online. There are no in-the-seat requirements. Lectures and assignments can be viewed any time during the course on Blackboard.

**Course Description:** This course focuses on developing an advanced knowledge base of pathophysiology. The new knowledge gained of advanced physiology and pathophysiology are applied to disease processes.

**Student Learning Outcomes:** Upon completion of the course, the student will be able to:

1. Apply knowledge of normal physiology and abnormal pathologic alterations that are expressed as common diseases of the physiological and psychological body systems.
2. Use knowledge of environmental factors that influence genetically linked diseases.
3. Examine life-style measures associated with the prevention, restoration, and/or modification of disease processes.
4. Synthesize current research findings with evidenced-based guidelines for the prevention and nursing care of selected disease processes.

**Required Textbooks and Other Course Materials:**

American Psychological Association (2010) *Publication manual of the American Psychological Association*, 6th ed., second printing. Washington DC.

Hall, J.E. (2016*) Guyton and Hall* *textbook of medical physiology*, 13th ed. Philadelphia: W.B. Saunders.

Mitchell, R., Kumar, V., Fausto, N., & Abbas, A. K. (2012). Pocket companion to Robbins & Cotran pathologic basis of disease (8th ed.). Philadelphia: Saunders Elsevier

**Optional:**

Giddens, J. F. (2013). *Concepts for nursing practice.* St. Louis, MO: Mosby Elsevier.

**Required/Optional Textbooks:** Hall (2016) can be purchased through the UTA Bookstore. Address is 400 S. Pecan S. Arlington, TX 76010. Email is [uta@bkstr.com](mailto:uta@bkstr.com). Other textbooks can be purchased at Amazon.com. If interested, you can rent textbooks at Amazon.com for about $20-$30. For All Textbooks, try to rent an e-copy, if possible.

**Computer:** A computer with internet access is required for this course to complete the assignments, discussions, final quiz, and the final paper. In addition, a camera and microphone on your computer is necessary

**Blackboard (Bb)** (<https://elearn.uta.edu> Students must have an up-to-date computer system with DSL or high speed internet in addition to e-mail and internet skills

**Instructions for using Blackboard in this course:** To login, use your UTA NetID and corresponding NetID Password. This takes you to the Home Page. On the left side of the page, you will see **Nurs-5318 Advanced Pathophysiology for Nurse Educators.** On the left side of screen, see Announcements, Start Here, Syllabus, Grades (not visible until after each test), Discussions, UTA Email (Mav Mail), Student Resources, ClassRev Recordings (VOD and POD lecture links posted each week ) and Tests.

**Discussions** are for student-teacher/student-student communication under the Discussion section. After the Discussion section is opened, there is a **Professor Forum** section for Q&A. Questions during the week can be posted here. This is the preferred way to communicate with each other.

**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](https://owa.uta.edu/owa/francesp@exchange.uta.edu/redir.aspx?C=-BtUkHCDJkyEYwlzkCHa8hpNxcLQJtBIloOyvy0zEUfyat6ALEPYG_sc9fT1WPe93u5q9SpH3LU.&URL=http%3a%2f%2fwww.uta.edu%2foit%2fcs%2femail%2fmavmail.php).

**Course Schedule and Due Dates (Central Time)**

Use this **textbook as reference** for topics:

Hall, J.E. (2016) *Guyton and Hall* t*extbook of Medical Physiology* (13th ed.). Philadelphia : Saunders. **ISBN** 978-1-4557-7005-2

**Week 1**

Topic: Cells, Homeostasis, Renal System, and Disease

Student introductions, course orientation per Blackboard Collaborate (BbC)

|  |  |
| --- | --- |
| Attestation Statement | Wednesday 2359 |
| Discussions | Wednesday 2359 - post discussion thread  Saturday 2359 - post replies to 2 colleagues |
| Quiz Questions | Wednesday 2359 – email to Coach  Friday, Saturday, and Sunday review questions  Monday questions removed |
| Assignments | Saturday @ 2359 |

Week 2

**Topic: Gas Exchange and Oxygenation**

|  |  |
| --- | --- |
| Discussions | Wednesday 2359 - post discussion thread  Saturday 2359 - post replies to 2 colleagues |
| Quiz Questions | Wednesday 2359 – email to Coach  Friday, Saturday, and Sunday review questions  Monday questions removed |
| Assignments | Saturday @ 2359 |

Week 3

**Topic \*Motor Control, Behavior, Intellect, Neurological Homeostasis and Disease**

|  |  |
| --- | --- |
| Discussions | Wednesday 2359 - post discussion thread  Saturday 2359 - post replies to 2 colleagues |
| Quiz Questions | Wednesday 2359 – email to Coach  Friday, Saturday, and Sunday review questions  Monday questions removed |
| Assignments | Saturday @ 2359 |

Week 4

**Topic: Processes of the GI Tract & Liver and Endocrine Systems**

|  |  |
| --- | --- |
| Discussions | Wednesday 2359 - post discussion thread  Saturday 2359 - post replies to 2 colleagues |
| Quiz Questions | Wednesday 2359 – email to Coach  Friday, Saturday, and Sunday review questions  Monday questions removed |
| Assignments | Saturday @ 2359 |

Week 5

Topic: Final Quiz, Final Paper

|  |  |
| --- | --- |
| Assignments |  |
| Final Quiz | 6/25/2016 open for 24 hours |
| Final Paper | Thursday @ 2359 |

**Descriptions of major assignments and examinations:**

The course is fast-paced. There is an enormous amount of information to cover during the five week course. To support adult learning, short YouTube videos, by Andrew Wolfe NP, are provided not only to discuss various pathophysiological processes, but also to promote visual and audio learning.

**Journal DISCUSSION AND Posting**:

There are four weekly assignments to be submitted and posted in the Discussion Board. These assignments consist of weekly postings of a peer-reviewed journal article relevant to the week’s topics, and a substantiated reply to two other student’s posting. The publication date of the journal article should be within the last 5 years.

Wednesday 2359 - post original discussion thread, per discussion board

Saturday 2359 - post substantiated replies to 2 colleagues

Journal Posting Requirements

1. Choose a frequently occurring disease process from a peer review journal article relevant to the week’s topics.
2. Submit a short anecdotal bibliography; please refer to <http://owl.english.purdue.edu/owl/resource/614/03/> for APA example.
3. Describe the normal physiology process and abnormal pathologic alterations of the disease. May use, Hall (2016).
4. Point out how the disease process relates to the prevention, restoration, and/or modification of genetics, environment, and/or life styles.
5. Synthesize the information presented in a brief conclusion.
6. Reply to two other students’ initial journal posting, substantiated with a reference. May use Hall (2016) as appropriate. Support your comments.
7. APA (6th edition) format is required as well as APA style headers, citations, and reference list
8. Each student is responsible for his/her own initial posting and subsequent replies. Late submissions will not be accepted.

**PROGRESS MONITOR CASE SCENARIO ASSIGNMENT**

1. Each week a case scenario is presented as an assignment**.** The purpose of the case scenario is to complement the week’s topics.
2. There are 2 parts of the scenario, first, to review the case and briefly answer the associated questions using APA format, and second, to identify the concepts within the case scenario and illustrate how these concepts inter-relate. An example of concepts and how these concepts inter-relate depending on disease process is presented in Week 1 Assignment.
3. Due Saturday @ 2359

**WEEKLY QUIZ QUESTIONS - With FINALQUIZ requirements**

1. Weekly: Each student designs 2 multiple choice questions from Hall’s text covering the week’s topics. The questions should be multiple choice NCLEX style, with the correct answer, page number, and rationale. Submit your 2 questions per discussion board to your Coach by Wednesday of the week @ 2359.
2. These questions represent 10% of your Final Grade, or 2.5% each. The Final Quiz will be open during week 5 to complete, and is worth 10% of your final grade. A majority of the questions may be worded differently than the initial submission by the student for clarification.
3. Submit 2 questions = 100%; submit 1 question = 50%; submit 0 questions = 0%
4. While the questions are posted on Discussion Board, review the questions, comment if any are unclear, need changing, etc. The Coach posts the reviewed multiple choice test questions Friday, and removes the post on Sunday @
5. Final Quiz:The multiple choice questions submitted by the students are used for the Final Quiz.There are 50 multiple choice questions, 2 points each, and 3 hours to complete the quiz. You can move around like you can on a paper quiz, but once you start the quiz, you must complete it within the 3 hours.
6. The date for the Final quiz is tentatively set for week 5, TBA.

**FINAL PAPER**

The final paper is an integration of the whole course. The purpose of this paper is to synthesize the pathophysiology covered during the five week course. The paper consists of an introduction of an approved disease process, the disease’s importance and the population affected, as well as a description of the physiology that normally occurs, and a description of the pathological events that occur during the disease process. In addition, an analysis of how the disease process impacts the major body systems follows, and lastly, the conclusion consists of summarizing and reflecting on the disease process. Grammar and spelling are critical and are counted in the grade. APA is required, including all citations, headings, and reference list. A cover page is required according to the UTA-CONHI policy. The paper can be submitted anytime during the fifth week, and will be accepted through Thursday at 23:59. Late submissions will not be accepted.

**Final Paper Requirements,**

1. **Week 1** -> Approval of disease topic by the Coach. Submit draft with 200 words using APA format, describing the introduction of the disease. Please see the Syllabus Rubrics for further details. This submission is considered a draft and will be reviewed by the Coach for recommendations and returned the following week.
2. **Week 2** -> Submit draft with 200 words using APA format, defining the normal physiological processes before the disease begins and the abnormal pathological processes that occur during the disease process. This submission is considered a draft and will be reviewed by the Coach for recommendations and returned the following week
3. **Week 3 ->** Submit draft with 200 words using APA format, defining how the disease impacts the major body systems. This submission is considered a draft and will be reviewed by the Coach for recommendations and returned the following week.
4. **Week 4** ->. **NO DRAFT DUE.**
5. **Week 5 ->** Submission of the Final Paper is due **Thursday, @ 2359.**
6. Late submissions will not be accepted.The weekly submissions are considered a draft and may or may not consist of the entire section**.** This is a way to ensure that you are on the right track, describing the topic, using headings, and using APA format correctly. By Week 5, you should have a nice start on your draft to complete for the Final Paper.

**Test Reviews**: Questions and answers should take place on Blackboard (Bb) Discussion section, under Professor Forum, so all students can benefit. Students are encouraged to post questions regarding assigned readings and lecture content on the Discussion board (<https://elearn.uta.edu>).

**Grading Policy:** Each test score with a decimal fraction will be rounded off to one decimal place. Then, if the digit to the right of the decimal is 5 or greater, the digit will be dropped and the preceding number increased by 1. If the digit to the right of the decimal is less than 5, the preceding number will not be altered. For example, a test score of 89.5 will be rounded off to 90 (A) and a score of 89.4 will remain unaltered (B). There are no exceptions.

A = 90 - 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = <60

Grades for each discussion, assignments, and quizzes are available on Bb grade center. Grades should be available no later than the following Monday. Final Grades are posted no later than Wednesday the following week.

**The student’s course grade is calculated by the following**:

|  |  |
| --- | --- |
| **Grading Components** | **100%** |
| Quizzes  Assignment | **Total 20**%  10% - (8 questions submitted @ .2.5% each = 10%)  10% - (final quiz) |
| Journal Posting  Discussion | **20%** (4 at 5% each) |
| Progress Monitor Scenario  Assignment | **20%** (4 at 5% each) |
| Final Paper | **40%** |
|  |  |
|  |  |
| Total | **100%** |
|  |  |

**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 undergraduate / graduate catalog  for graduate courses, see[http://www.uta.edu/gradcatalog/2012/general/regulations/#grades](https://owa.uta.edu/owa/francesp@exchange.uta.edu/redir.aspx?C=-BtUkHCDJkyEYwlzkCHa8hpNxcLQJtBIloOyvy0zEUfyat6ALEPYG_sc9fT1WPe93u5q9SpH3LU.&URL=http%3a%2f%2fwww.uta.edu%2fgradcatalog%2f2012%2fgeneral%2fregulations%2f%23grades)

**Census Date: May 27th , 2016**

**Drop Policy:**  **DROP DATE June 13th , 2016 by 4PM**

For information on how to drop/withdraw from a course, students in the AP program should refer to the following website:[http://academicpartnerships.uta.edu/student-services/registration-drop-withdraw.aspx](https://owa.uta.edu/owa/francesp@exchange.uta.edu/redir.aspx?C=Eq-vOTBi-E28Ae0qSO9DPuskuv1mhNFIprmhnaG-NtSbOXKAtSbAIFtjjGCmfufayyk3-4STfdM.&URL=http%3a%2f%2facademicpartnerships.uta.edu%2fstudent-services%2fregistration-drop-withdraw.aspx" \t "_blank)

* Refunds for Academic Partnership students do not follow the same timetable as students attending regular academic sessions. Academic Partnership students must visit [www.uta.edu/academicpartnerships](https://owa.uta.edu/owa/francesp@exchange.uta.edu/redir.aspx?C=Eq-vOTBi-E28Ae0qSO9DPuskuv1mhNFIprmhnaG-NtSbOXKAtSbAIFtjjGCmfufayyk3-4STfdM.&URL=http%3a%2f%2fwww.uta.edu%2facademicpartnerships) and are responsible for understanding the policies and requirements unique to this program.
* Students can reference the refund policy on the AP website [http://academicpartnerships.uta.edu/tuition/](https://owa.uta.edu/owa/francesp@exchange.uta.edu/redir.aspx?C=Eq-vOTBi-E28Ae0qSO9DPuskuv1mhNFIprmhnaG-NtSbOXKAtSbAIFtjjGCmfufayyk3-4STfdM.&URL=http%3a%2f%2facademicpartnerships.uta.edu%2ftuition%2f)
* The last day to drop a course is listed in the Academic Calendar available at [http://www.uta.edu/uta/acadcal.](http://www.uta.edu/uta/acadcal)

**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](https://owa.uta.edu/owa/francesp@exchange.uta.edu/redir.aspx?C=-BtUkHCDJkyEYwlzkCHa8hpNxcLQJtBIloOyvy0zEUfyat6ALEPYG_sc9fT1WPe93u5q9SpH3LU.&URL=http%3a%2f%2fwww.uta.edu%2fdisability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:**

At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) “cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (UT System Regents’ Rule 50101, §2.2). Suspected violations of academic integrity standards 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.

**Plagiarism:**

Students are expected to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/tutorials/Plagiarism>

**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 contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to [resources@uta.edu](https://owa.uta.edu/owa/francesp@exchange.uta.edu/redir.aspx?C=-BtUkHCDJkyEYwlzkCHa8hpNxcLQJtBIloOyvy0zEUfyat6ALEPYG_sc9fT1WPe93u5q9SpH3LU.&URL=mailto%3aresources%40uta.edu), or visiting [www.uta.edu/resources](https://owa.uta.edu/owa/francesp@exchange.uta.edu/redir.aspx?C=-BtUkHCDJkyEYwlzkCHa8hpNxcLQJtBIloOyvy0zEUfyat6ALEPYG_sc9fT1WPe93u5q9SpH3LU.&URL=http%3a%2f%2fwww.uta.edu%2fresources).

**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](https://owa.uta.edu/owa/francesp@exchange.uta.edu/redir.aspx?C=-BtUkHCDJkyEYwlzkCHa8hpNxcLQJtBIloOyvy0zEUfyat6ALEPYG_sc9fT1WPe93u5q9SpH3LU.&URL=http%3a%2f%2fwww.uta.edu%2foit%2fcs%2femail%2fmavmail.php).

**Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington’s efforts to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

**College of Nursing & Health Innovations, additional information:**

**Status of RN Licensure:** All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses. It is also imperative that any student whose license becomes encumbered by the BON must immediately notify their Associate Dean for the MSN Program, Department of Advanced Practicum Dr. Gray/Dr. Schira. The complete policy about encumbered licenses is available online at: [www.bon.state.tx.us](http://www.bon.state.tx.us)

**Other Requirements:** Acceptance to UTA College of Nursing Graduate Program or other UTA graduate programs by permission of the teacher

**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 online: <http://www.uta.edu/nursing/handbook/toc.php>

**Social Media Sites:** Students are to refrain from discussing this course, including clinical situations, written assignments, quizzes, exams, etc. with peers or faculty on all social networking sites such as Facebook, Twitter, etc. Failure to comply with these expectations may result in action including removal from the discussion boards or other disciplinary action.

**No Gift Policy:** In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds, found at the following link: <http://www.uta.edu/nursing/scholarship_list.php> would be an appropriate way to recognize a faculty member’s contribution to your learning.  For information regarding Scholarship Funds, please contact the Dean’s office.

**UTA College of Nursing and Health Innovation Additional Information:**

Judy LeFlore PhD, RN, NNP-BC, CPNP-PC&AC, ANEF, FAAN

**Associate Dean and Chair for Graduate Nursing**

**Associate Dean for Simulation and Technology**

Samuel T. Hughes Professor of Nursing

Professor   
Director of Pediatric, Acute Care Pediatric & Neonatal Nurse Practitioner Program  
University of Texas at Arlington, College of Nursing & Health Innovation  
Children's Medical Center of Dallas   
214-213-6645 (cell)   
[http://www.uta.edu/ra/real/faculty/jleflore](https://owa.uta.edu/owa/redir.aspx?SURL=2zm9CsR1yBD0riKMUhuRLyAjoCM_78v1CBvQu4dk4cKtamVZ_97SCGgAdAB0AHAAOgAvAC8AdwB3AHcALgB1AHQAYQAuAGUAZAB1AC8AcgBhAC8AcgBlAGEAbAAvAGYAYQBjAHUAbAB0AHkALwBqAGwAZQBmAGwAbwByAGUA&URL=http%3a%2f%2fwww.uta.edu%2fra%2freal%2ffaculty%2fjleflore)

**Department of MSN Administration, Education, and PhD Programs**

**Lauri John, PhD, RN, CNS, Clinical Associate Professor**

Associate Chair, Department of Graduate Nursing, MSN Administration, MSN Education, and PhD Nursing Programs; PhD Advisor

817-272-0172 office  
817-272-5006 fax

**Dolores Aguilar, MS, APRN, CNS CHN**

Interim Director of the MSN Education Program, Clinical Instructor, Chair, Academic Standards Committee

Occupational Health Nurse Consultant, Animal Research Center

Cell: 214-505-766

**Vivian Lail-Davis**, Administrative Assistant II Office # 512-Pickard Hall, (817)-272-1038

Email: [Lail-davis, Vivian J](https://owa.uta.edu/owa/francesp@exchange.uta.edu/?ae=Item&t=IPM.Note&id=RgAAAAAWHEtDMx13SLqwZoALmnX0BwDaoVz7AUGgSbNB728R0HwwAJnRKSYzAADaoVz7AUGgSbNB728R0HwwANjKxwqMAAAJ)

**Felicia Chamberlain**, Administrative Assistant I Office # 515- Pickard Hall

(817)-272-0659 Email: [**chamberl@uta.edu**](mailto:chamberl@uta.edu)

**Department of MSN Administration, & Education, Support Staff**

Rebekah Black, AP/Campus Programs, Academic Advisor (A-L)

Office # 511- Pickard Hall (817)-272-XXXX (TBA) [rjblack@uta.edu](mailto:rjblack@uta.edu)

**Caitlin Schwartz Wade, AP/Campus Programs, Academic Advisor (M-Z)**

**Office # 513– Pickard Hall (817) 272-9397** [cwade@uta.edu](mailto:cwade@uta.edu)

**Janette Rieta, AP/Campus Programs, Administrative Assistant I**

**Office # 510 – Pickard Hall (817) 272-1039** [jrieta@uta.edu](mailto:jrieta@uta.edu)

**Danielle Van Knaap**, AP/Campus Programs, Admissions Assistant

Office # 518 – Pickard Hall (817) 272-9591 [vdknaap@uta.edu](mailto:vdknaap@uta.edu)

**Library: Peace Williamson:** Librarian, 201 S. Nedderman Dr. Arlington, TX 76019

Email: [peace@uta.edu](mailto:peace@uta.edu) <http://libguides.uta.edu/nursing>

**RUBRICS FOR NURS 5318 ASSIGNMENTS, DISCUSSIONS, and EXAMS**

**20% DISCUSSION**

|  |  |  |
| --- | --- | --- |
| **Article** | Choose a frequently occurring disease relating to the week’s topics  APA format and reference  Choose a peer review journal  published within the last five years | 20% |
| **Anecdotal bibliography** | Refer for examples @  <http://owl.english.purdue.edu/owl/resource/614/03/> | 20% |
| **Pathophysiological processes** | Present normal and abnormal pathophysiological processes that summarize the disease  Cite reference(s) as appropriate | 20% |
| **Disease relates to environment, life style, and genetics** | Present how the disease process relates to the prevention, restoration, and/or modification of genetics, environment, and/or life styles  Synthesize and conclude with a brief conclusion | 20% |
| **Reply** | Present your reply on two other students’ initial posting, i.e., agree or disagree,  Support your comments with a reference, APA format.  May use Hall (2016) as appropriate. | 20% |
| Submission | Wednesday 2359 - post discussion thread  Saturday 2359 - post replies to 2 colleagues |  |
| Total points | \*\* | 100% |

20% ASSIGNMENT

|  |  |
| --- | --- |
| Acceptable Unacceptable | |
| **Scenario** | Read scenario, and answer each question.  Substantiate your answer using APA format (May use Hall, 2016) | Omits any of the questions  Incorrect APA format | 65% |
| **Concept** | Presents concepts related to the disease processes within the scenario  Illustrate how the concepts inter-relate | Presents 2 or less concepts  Omits the relationships between the concepts | 35% |
| **Submission** | Saturday @ 2359 |  | 100% |

**20% Quiz**

|  |  |  |
| --- | --- | --- |
| **WORK GROUP(S) Per Choach** | Acceptable | Unacceptable |
| Weekly quiz questions:  Part 1  10% of total grade | \*Each student designs 2 multiple choice questions from Lehne’s text covering the week’s topics  \*Submit your 2 questions per discussion board to your Coach no later than Wednesday of the week @ 2359  \*The Coach posts the multiple choice test questions no Friday  \*Questions are posted Friday, Saturday, and Sunday for you to review, ask questions, and clarify.  \*The questions are removed Sunday @ 2359,. and then removed by the Coach. | Presents no (0%)or only one question  (**50%)** |
| Weekly  Part 2 | **The multiple choice questions submitted by the students are used for the Final Quiz, however, some of the wording may be changed.** |  |
|  |  |  |
| Part 2:  Final quiz  **10% of total grade** | There are 50 multiple choice questions, 2 points each, and 3 hours to complete the exam. You can move around like you can on a paper quiz, but once you start the quiz, you must complete within the 3 hours.  Final Quiz:TBA, week 5 |  |
| **Total Points** |  | **100%** |

**40% Final Paper**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Outstanding**  **Excellent** | **Acceptable** | **Needs Improvement** | **Unacceptable** |
| **Introduction of Disease**    15%  Draft Due: Saturday @ 2359 | Definition of the disease,  Description of current disease state  ,including  current statistics, <5yrs,  Gender and Age,  Ethnicity, and  Mortality and Morbidity  Importance of the disease  **Use these as headers**:  \***Epidemiology**  **\*Population**  **\*Importance** | Incomplete description  Omits the importance  \*Inclusion of current statistics  \*Includes:  Current statistics, <5yrs  Gender and Age  Ethnicity  Mortality and Morbidity | \*Missing one component  \*And/or inclusion of outdated information | \*Missing two or more components  **WEEK 1 DRAFT NOT SUBMITTED** |
| **Description of Disease**  Draft Due: Saturday @ 2359  20% | \*Comprehensive and accurate description of the normal physiology and the abnormal pathology that occurs during the disease process  **Use these as headers**  \*Provide **Genetic, Environmental,**  **Life style factors** that impact the disease.  Comment on **prevention, restoration, and modification measures** that may be associated with the disease  Use the bolded headers | \*Accurate description of pathophysiology  Missing one component of lifestyle, genetics, or environment factors that impact the disease  Omits one prevention, restoration, or modification measures associated with the disease | \*Inaccurate or incomplete description of physiology or pathology  Missing two components of genetics, lifestyle or environment factors  Omits two prevention, modification, and restoration measures | \*Inaccurate or missing critical features of physiology and pathology  Missing factors  Missing measures  **WEEK 2 DRAFT NOT SUBMITTED** |
| **Analysis of Disease**  Includes ALL of the following body systems:  \*Cells, Homeostasis, Renal System  \*Gas Exchange and Oxygenation  \*Motor Control, Behavior, Intellect, Neurological Homeostasis \*Metabolic Processes of the \*GI Tract & \*Liver and \*Endocrine Systems  Due date: Saturday @2359  30% | \*Explanations and examples of the listed body systems in the “Analysis of Disease” using evidenced-based guidelines and/or research findings to illustrate how each body system is impacted by the disease process. | **\*** Explanations and examples of four interactions with evidenced-based guidelines and/or research findings | **\***Explanations and examples of three interactions with evidenced-based guidelines and/or research findings | \*Explanation of one or two body systems and missing two or more accurate interactions  **WEEK 3 DRAFT NOT SUBMITTED** |
| Summary and Reflections  **NO DRAFT DUE**  20% | \*Clearly synthesizes information of the disease process through findings commented on within the paper  \*Demonstrates implications through at least **one personal and one professional** connection and reflection | \*Connects information and demonstrates one implication through one personal or professional connection | **\***Summarizes information, but does not include personal or professional example | \*Insufficient summary |
| **Grammar/Spelling**  5% | \*No errors  \*Rare errors that do not impede readability | \*Minor errors that do not significantly impede readability | \*Errors impede readability | \*Errors significantly impede readability |
| **References/Citations**  10% | \*Use of accurate formats in selected references and citations  \***Use of five or more current and relevant sources** | \*Use of accurate formats in selected references and citations for four relevant current and relative sources | \*Minor errors in formats in selected references and citations  \*Or fewer than four current sources | \*Significant errors in formats of selected references and citations  \*Or fewer than three current sources |
| **Total Points:** 100%  Due date: Thursday, Week 5, @ 2359 |  |  |  |  |

Reviewed 5/5/16