

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

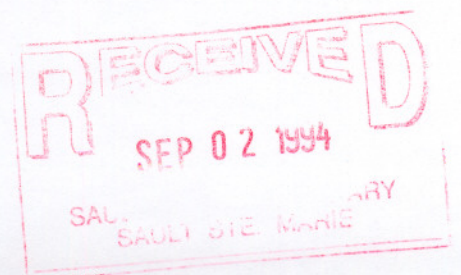
COURSE OUTLINE

Course Title: PATHOPHYSIOLOGY & THERAPEUTICS  
Code No.: BIO 240-3 Semester: 4  
Programme: NURSING  
Date: JANUARY, 1995 Previous Outline Dated: JAN/94  
Author: DAVID KELLY

New:        Revision: X

APPROVED:

*David Kelly* *June 6/94*  
Dean Date



**PATHOPHYSIOLOGY & THERAPEUTICS**

**BIO 240-3**

Course Name

Course Number

**TOTAL CREDIT HOURS:** 45 hours

**PREREQUISITE(S):**

This course requires a thorough knowledge of the accepted norms of human functioning as taught in Biology, Year 1. Nursing Practice Theory and Clinical, both in Years 2 & 3, will build on the material presented in this course.

Because of the close linkage between this course and the Year 1, 2 & 3 nursing theory courses, the student is expected to be proficient in the assessment of the healthy person, as taught in Year 1 nursing theory. In addition, the student must understand Roy's adaptation framework and the principles of nursing diagnosis.

**I. PHILOSOPHY/GOALS:**

This course is a continuation of BIO 200-3 and deals with disruptions of normal anatomy and physiology and effective mental and emotional functioning. The disruptions and how they are manifested as ineffective responses will be discussed. Principles and hazards of therapies such as drugs (including parental fluids), surgery and radiation are included.

**II. STUDENT PERFORMANCE OBJECTIVES:**

Upon successful completion of this course the student will:

**A. Description of health problems of Canadians:**

1. Define common and less common health problems.
2. Explain the defining characteristics of each common health problem.
3. Explain the disruptions of normal functioning which is disrupted by common health problems.

**B. Assessment:**

1. Explain the relevant clustering of ineffective pathological and clinical responses related to common health problems.
2. Explain the diagnostic measures used to determine the nature of common health problems and to follow their course.
3. Explain the relationship of relevant stimuli to the ineffective responses of common health problems.
4. Identify priority nursing diagnoses from all components/modes which are consistent with and supported by the assessment data for each of the common health problems.

Course Name

Course Number

C. Therapeutics:

1. Explain the pharmacological action of, and the adaptive/ineffective responses to medications used to treat the common health problems.
2. Explain the medical/surgical management of common health problems, and possible ineffective responses to the therapies involved.
3. Discuss current research into new treatments for common health problems.

NOTE: Each unit of study has specific student learning objectives.

III. TOPICS TO BE COVERED:

1. Protection (infection, immunity, poisoning)
2. Alterations in Sensory Perception
3. Oxygen and Circulation
4. Mental Health Problems
5. Long-term Problems of Nutrition and Elimination
6. Regulation: Neurology

IV. LEARNING ACTIVITIES/REQUIRED RESOURCES:

The classroom hours are designed to highlight the major concepts in each unit of study. In addition, learning objectives are met by independent and/or guided study of materials by the viewing of audiovisual aids, reading of articles and completion of assigned readings and guided study material. All content is of equal importance and all material is testable.

In accordance with Sault College policy, audio and/or visual recording of classroom content will be permitted only as set out in this policy.

Students with special needs (eg: physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Course Name

Course Number

V. EVALUATION METHODS:

METHOD OF ASSESSMENT (GRADING METHOD):

Grading

A+	90 - 100%
A	80 - 89%
B	70 - 79%
C	60 - 69%
R	under 60%

Please note that a pass in this course is a grade of "C".

There will be a maximum of 3 tests worth 60% of the final mark. The final exam for the semester will be worth 40% of the final mark, and will include material previously tested.

Students who are absent for tests are expected to follow College protocol in reporting their absence and to make arrangements to complete the missed test immediately upon their return to classes. Those who disregard this protocol will be assigned a mark of zero for that particular test.

Students who are absent for legitimate reasons on the scheduled test day will not be permitted to write the test on another day. For each test missed, the student will receive a mark equivalent to his/her final exam mark. The final exam must be written.

Established examination protocol will be in effect for all testing in this course.

IT IS UNDERSTOOD THAT ALL TEST/EXAMINATION QUESTIONS AND PAPERS ARE THE SOLE PROPERTY OF SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY.

Supplemental Exams

A supplemental examination may be offered in this course, at the discretion of the teacher, and subject to the following criteria:

1. A student must have achieved a passing mark (60%) on 50% of the term tests, and a mark of at least 50% on the final exam.
2. The entire semester's course material will be tested.
3. The multiple choice format will not necessarily be used in the supplemental exam.
4. The final grade for the semester will be based solely on the supplemental exam (eg: the term mark will not be averaged in with this exam mark). The final grade will be no higher than a "C".
5. A student may not attempt the supplemental exam more than once.

**PATHOPHYSIOLOGY & THERAPEUTICS**

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Course Name

Course Number

**VI. REQUIRED STUDENT RESOURCES:**

Brunner, L.S. and Suddarth, D.S. Textbook of Medical-Surgical Nursing, 7th Ed., J.G. Lippincott Co., 1992.

Cherniak, D., A Book About Sexually Transmitted Diseases, 6th Ed., Montral Health Press, Inc., 1989.

Ford, R. Diagnostic Tests Handbook, Springhouse Book Company, Springhouse Pa., 1990.

Martin, Lil and Reeder, S.J. Essentials of Maternity Nursing, J.P. Lippincott, Toronto, 1991.

McKendry, L.M. and Salerno, E. Mosby's Pharmacology in Nursing, 18th Ed. Mosby Year-Book, Toronto, 1992.

Varcarolis, E.M. Foundations of Psychiatric Mental Health Nursing, 2nd ed., W.B. Saunders Co., Toronto, 1994.

Whaley, L.F. and Wong, D.L. Essentials of Pediatric Nursing, 4th ed., C.V. Mosby Co., Toronto, 1993.

Optional

Boyer, M.J. Study Guide to Accompany Brunner and Suddarth's Textbook of Medical-Surgical Nursing, 7th Ed., J.B. Lippincott Co., Toronto, 1992.

**VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY:**

Each unit outline will give specific details of additional resource material for self-directed learning. Please refer to the above note for the importance and testing value of such materials.

**VIII. SPECIAL NOTES:**

The instructor reserves the right to modify the course as is deemed necessary to meet the needs of students, and to address unforeseen circumstances. The order of topics, dates of tests and final exam, may change at the discretion of the teacher or the Year 2 team of teachers.

A tentative test schedule will be posted at the beginning of the semester.