

I. COURSE DESCRIPTION:

This course provides the learner with a general understanding and working knowledge of the structure and function of the human body experiencing an **acute** health challenge. The learner will examine changes that occur in the human body and explore how the body compensates for those challenges. Included in this course is the study of the basic principles of microbiology.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Use the appropriate terminology related to how normal physiological processes are altered by acute health challenges (disease).
2. Explain the basic pathophysiological concepts of an acute health challenge.
3. Describe how the human body compensates for an acute health challenge.
4. Examine common acute health challenges and their effect on the human body.
5. Examine typical diagnostic testing for common acute health challenges.
6. Examine the effects of microbes on the body.

Review the selected key terms (vocabulary) for each specific concept/system.

The requirements of the learning outcomes will be met by the defined elements of performance under the following :

CONCEPTS OF DISEASE

1. Introduction to Pathophysiology

- Explain the role of pathophysiology in the diagnosis and treatment of disease
- Review normal defences of the body
- Identify specific and non-specific defences
- Discuss the stress response and its relationship to disease

2. Inflammation

- Define inflammation
- Explain the steps of the inflammatory process
- Identify common causes of inflammation
- Describe the signs and symptoms of inflammation (local and systemic effects)
- Describe the characteristics of exudates
- Discuss diagnostic tests used to diagnose and monitor inflammation

3. Infection

- Define microbiology
- Describe the typical characteristics of a bacteria, virus, fungus, parasite
- Define resident flora
- Examine the transmission of infectious agents
- Describe the chain of infection
- List factors contributing to host resistance to infection
- Discuss interventions to prevent spread of infection (Guidelines for standard and transmission based precautions)
- Describe the progression of infection
- Identify common nosocomial infections
- Discuss diagnostic tests used to diagnose and monitor infection

4. Healing

- Describe the types of healing
- Explain the healing process
- Identify factors that effect healing

5. Fluid and electrolyte balance – Acid /base imbalance

- Identify functions and regulatory mechanisms that maintain fluid and electrolyte balance
- Identify the common causes of fluid volume excess
- Describe the signs and symptoms and complications of fluid volume excess
- Identify the common causes of fluid volume deficit
- Describe the signs and symptoms and complications of fluid volume deficit
- Compare and contrast the effects of fluid volume excess/deficit
- Identify the common causes, signs and symptoms and complications of the following electrolyte imbalances – hypo/hyponatremia, hypo/hyperkalemia and hypo/hypercalcemia
- Define acidosis and alkalosis (metabolic and respiratory)
- Identify the common causes, signs and symptoms and complications of acidosis and alkalosis (metabolic and respiratory)
- Discuss diagnostic tests used to diagnose and monitor fluid, electrolyte and acid/base imbalances

6. Pain

- Define acute pain
- Identify the causes, signs and symptoms of acute pain
- Describe the pain pathway
- Relate the methods of pain control to the gate control theory
- Discuss factors that may alter perception of acute pain
- Compare acute and chronic pain

ACUTE ALTERATIONS IN SYSTEMS FUNCTIONING

1. Integument

- Describe common acute skin infections/infestations caused by bacteria, viruses, fungi and parasites
- Discuss the pathophysiology of a thermal injury (burn)
- Identify types of burns
- Discuss the classification system used for burn injuries
- Discuss extent classification of burns
- Describe the local and systemic effects and common complications of a major burn injury
- Discuss diagnostic tests used to diagnose and monitor acute disorders of the skin, including burns

2. Respiratory

- Identify the etiology, contributing factors, signs and symptoms of common acute respiratory disorders (upper and lower) eg. croup, epiglottitis, pneumonia, asthma, RSV
- Explain the progressive airway response to a stimulus
- Compare intrinsic and extrinsic asthma
- Discuss the complications of asthma
- Compare hemothorax and pneumothorax
- Discuss diagnostic tests used to diagnose and monitor respiratory disorders

3. Cardiovascular

- Define hypertension
- Discuss the development/risk factors of hypertension
- Compare primary and secondary hypertension
- Identify the complications and pathological changes of hypertension
- Examine the etiology, contributing factors, signs and symptoms of common occlusive disorders (atherosclerosis, angina, coronary artery disease, myocardial infarction)
- Compare angina and myocardial infarction
- Describe the etiology, contributing factors, signs and symptoms and complications of common peripheral vascular disease (arterial and venous)
- Discuss the etiology, contributing factors, signs and symptoms and complications of pulmonary edema
- Examine the diagnostic tests used to diagnose and monitor cardiovascular disorders
- Define shock
- Identify the etiology, contributing factors, signs and symptoms and complications of the various types of shock (hypovolemic, anaphylactic, cardiogenic, septic and neurogenic)

4. Gastrointestinal

- Examine the etiology, contributing factors, signs and symptoms and complications of common gastrointestinal disorders (appendicitis, cholecystitis, cholelithiasis, intestinal obstruction, hernia, pancreatitis)
- Compare mechanical and functional obstruction
- Define jaundice
- Identify the common disorders that cause jaundice
- Describe the typical changes of acute liver disease
- Examine the diagnostic tests used to diagnose and monitor gastrointestinal disorders
- Identify the causes of viral hepatitis
- Compare viral hepatitis A with viral hepatitis B and C
- Explain the significance of serologic tests and preventative immunization for viral hepatitis

5. Genitourinary

- Identify the etiology, contributing factors, signs and symptoms and complications of common urinary tract disorders (cystitis, pyelonephritis, UTI, renal calculus)
- Identify the etiology, contributing factors, signs and symptoms, progression and complications of common sexually transmitted diseases (chlamydia, gonorrhea, syphilis, genital herpes, genital warts, trichomoniasis)
- List the most common causes of vaginal bleeding
- Discuss the contributing factors, signs and symptoms of the common complications of pregnancy (PIH, ectopic, toxemia, eclampsia, placental alterations)
- Compare placenta previa and placenta abruptio
- Examine the diagnostic tests used to diagnose disorders of the urinary tract, STD and complications of pregnancy
- List the common causes of abortion
- Compare spontaneous and induced abortion

6. Musculoskeletal

- Describe the types of fractures
- Describe the complications of fractures
- Discuss the process of bone healing
- Compare dislocations, sprains and strains
- Examine the diagnostic tests used to diagnose and monitor musculoskeletal disorders

7. Neurological

- Identify the etiology, contributing factors, signs and symptoms of the various types of headaches
- Identify the etiology, contributing factors, signs and symptoms and complications of common neurologic alterations (head injury, TIA, CVA, spinal cord injury)
- Compare TIA and CVA
- Discuss the early and late manifestations of increased intracranial pressure
- Examine the diagnostic tests used to diagnose and monitor acute neurologic disorders

8. Psychological

- Discuss the biologic and psychosocial theories about the etiology of mood disorders (major depression and bipolar disorders)
- Identify the signs and symptoms of common mood disorders
- Describe the assessment of suicide risk
- Discuss the biologic and psychosocial theories about the etiology of anxiety (panic, phobias, post –traumatic stress disorder, obsessive-compulsive disorder, generalized anxiety disorder)
- Identify the signs and symptoms of anxiety
- Examine the common diagnostic tests/tools used to diagnose and monitor mood disorders and anxiety

III. TOPICS:

1. Introduction to Pathophysiology
2. Inflammation
3. Infection
4. Healing
5. Fluid and electrolyte balance – Acid /base imbalance
6. Pain
7. Disorders of the Integument
8. Respiratory Disorders
9. Cardiovascular Disorders
10. Gastrointestinal Disorders
11. Genitourinary Disorders
12. Musculoskeletal Disorders
13. Neurological Disorders
14. Psychological Disorders

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Gould B. E. (2006). *Pathophysiology for the Health Professions* (3rd ed.). Saunders.

Marieb, E. N. (2008). *Essentials of Human Anatomy and Physiology* (9th ed.). Benjamin-Cummings.

Sault College LMS (course notes, online quizzes, important announcements)

USEFUL:

Springhouse (2002). *Pathophysiology made Incredibly Easy* (2nd ed.). Lippincott, William and Wilkins.

Kee Lefever, Joyce (2001). *Handbook of laboratory and diagnostic tests* (4th ed.). Upper Saddle River, NJ: Prentice Hall. (*used in Semester 4*)

V. EVALUATION PROCESS/GRADING SYSTEM:

1. **The pass mark for this course is 60%.** It is composed of term tests and a final exam.

2. Evaluation Methods:

4 Tests (MC & short answer) 60%

Final Exam (multiple choice) 30%

Online Tests 7%

Case Study 5%

TOTAL 100%

Case Study:

Case studies will be completed in groups of 2. If there are identical versions (90% similarity); the case study grade will be divided equally between the groups. (ie if there are 3 identical case studies; one will be marked and that grade will be divided by 3). Case studies must be written in your own words; copying from texts will NOT be accepted.

Online quizzes:

Two attempts for each quiz, students must pass (60%) at least one attempt in order to get full credit for each quiz. The actual quiz mark will not affect student grades. Some credit will be given for quizzes that are attempted, but failed.

Final exam will consist of material from the **entire** course.

3. Students missing the tests or the final exam because of illness or other serious reason must inform the professor at least one hour **before** (759-2554, Ext. 2635 OR via email/LMS). Those students who have notified the professor of their absence, according to policy, will be eligible to arrange an opportunity to write **as soon as possible** upon return to the college. Those students who **do not notify** the professor will receive a zero for that evaluation. See Student Success Guide.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 - 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.*