

I. COURSE DESCRIPTION:

The focus of this course is on the pathophysiology of episodic and complex health challenges. Emphasis will be placed on the nurse's role in health restoration. Using a conceptual approach, learners will explore a variety of episodic and complex health challenges from an individual, family and community perspective.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**Ends-in-view**

Upon completion of the course, the learner will have developed a knowledge base of the pathophysiology of a variety of complex health challenges. Learners will be provided opportunities to gain knowledge regarding selected health challenges and the role of the nurse in health restoration. Learning activities will provide opportunities to become increasingly self-directed.

Process

Classes will provide an opportunity to explore the literature and readings related to the pathophysiology of selected disease processes. Further, this course will integrate case studies, group discussion and student experiences in order to foster the development of a framework that will help the student to recognize the pattern of a number of complex and episodic health challenges. The integration of knowledge from previous and current courses will facilitate the learner's understanding of the role of the nurse in promoting health restoration with clients and families. This course will provide the learner with an understanding of why certain clinical findings arise in complex health challenges.

III. TOPICS:

Overview and Class Schedule

Week	Content/Disease Process	Related Concept(s) (addressed in 2007 & 2094)
1. Jan. 10	Respiratory	Anxiety, Fatigue
2. Jan. 17	Genetics*/Renal Failure	Quality of Life
3. Jan. 24	Endocrine/Inflammation/Infection	Stress & Adaptation
4. Jan. 31	Infection/Inflammation/Immunity	Stress & Adaptation cont'd
5. Feb. 7	Cardiac (CAD, MI, CHF, CVA)*	Hardiness
6. Feb. 14	<i>Midterm Exam</i>	
7. Feb. 21	Depression/Schizophrenia/GAD*	Altered Emotional States
8. Feb. 28	Gastrointestinal Disorders	Stress, Dependency
9. Mar. 7	GI cont'd (Alcoholic Cirrhosis)*	Dependency cont'd
10. Mar. 10-14	Break Week	
11. Mar. 21	Trauma/Burns	Loss, Bereavement & Grief
12. Mar. 28	Cancer*	Hope, Death, Dying
13. Apr. 4	Musculoskeletal Disorders*	Pain, Suffering & Fatigue

* indicates associated Case Study (requires preparatory case work and reading, small and large group in-class discussion)

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Fischbach, F. (2002). *Nurses' quick reference to common laboratory and diagnostic tests*. (3rd ed.). Philadelphia: Lippincott.

Methany, N. (2000). *Fluid and electrolyte balance: Nursing considerations*. (4th ed.). New York: Lippincott.

McCance, K. L. & Huether, S. E. (2002). *Pathophysiology: The biologic basis for disease in adults and children*. (4th ed.). St. Louis: Mosby.

Parkinson, C. F. (2002). Study guide and workbook for McCance, K. L. & Huether, S. E. *Pathophysiology: The biologic basis for disease in adults and children*. (4th ed.). St. Louis: Mosby.

Selected case studies will be provided with selected learning activities. Other resources include:

- A medical/surgical nursing textbook
- A pharmacology textbook
- A mental health nursing textbook
- Maternal/child textbook

Recommended Texts/Additional Resources:

Bishop-Hendler, C. (Ed.) (2002). *Fluids and electrolytes made incredibly easy* (2nd ed.). Springhouse, PA: Springhouse.

Munden, J. (Ed.) (2002). *Pathophysiology made incredibly easy* (2nd ed.). Springhouse, PA: Springhouse.

Sides, M. & Korchek, N. (1998). *Nurse's guide to successful test taking* (3rd ed.). Philadelphia: Lippincott.

V. EVALUATION PROCESS/GRADING SYSTEM:

Evaluation will consist of two multiple-choice examinations:

Mid-term Exam = 40%

Final Exam = 60%

The passing grade in this course is 60%.

Please note: this course requires independent reading, preparation and class participation.

Please note that the School of Nursing guidelines regarding attendance policy will be followed. Punctual and regular attendance at the various academic exercises is required of all students. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified. Unexcused absence in excess of 20% may jeopardize receipt of credit for the course. Please review Student Manual for policies re. Attendance, Academic Regulations, Test and Examination Protocol and Academic Integrity.

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	

U	Unsatisfactory achievement in field placement or non-graded subject areas.
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

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.

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

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.