

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:

Week

- 1 Respiratory
- 2 Endocrine/Inflammation/Infection
- 3 Infection/Inflammation/Cardiac
- 4 Cardiac (CAD, MI, CHF, CVA)*
- 5 Test # 1/Renal
- 6 Burns/Trauma
- 7 Musculoskeletal Disorders*
- 8 Mid-Term Exam/Mood Disorders
- 9 Genetics*/Immunity/Start Cancer
- 10 Cancer*
- 11 Break Week
- 12 Gastrointestinal Disorder
- 13 Finish GI/Liver & Review

- Sequencing of topics/assignments subject to change based on teaching/learning needs.
- Indicates associated Case Study (requires preparatory case work and reading, small and large group in-class discussion)
- Group review will be incorporated in this course and activities will be assigned.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

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

Recommended Resources/ Additional Resources

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

Hogan, M. & Hill, K. (2004). *Pathophysiology: reviews and rationales*. Upper Saddle River, N.J.:Prentice – Hall

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

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.). (3rd ed.). Philadelphia: Lippincott.

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

V. EVALUATION PROCESS/GRADING SYSTEM:

- Evaluation will consist of three multiple-choice examinations; Test # 1 (20%); midterm exam (30%); and one final exam (50%).
- 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. After a lecture has begun, students may not be admitted to a classroom without the professor's permission. If there are extenuating circumstances bearing upon a student's absence, the professor should be notified. Absences in excess of 20% may jeopardize receipt of credit for the course. **Attendance is essential to be successful in this course.**
- A passing grade of 60% is required for this course and all nursing courses

Please Note: This course requires independent reading, preparation and class participation.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
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:

For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

All NURS courses require 60% for a passing grade.

All science courses, including BIOL2105, BIOL2111, CHMI2220 and elective courses require 50% for a passing grade.

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 professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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 post-secondary 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.