

I. COURSE DESCRIPTION:

This course provides the learner with a general understanding and working knowledge of the structure and function of various body systems experiencing both acute and chronic health challenges. The learner will examine changes that occur in the human body and explore how the body compensates for those challenges

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 health challenges (disease).
2. Explain the pathophysiological concepts of various health challenges.
3. Describe how the human body compensates during a health challenge.
4. Examine common health challenges and their effect on the human body.
5. Examine typical diagnostic testing for common health challenges.

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

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

CONCEPTS OF DISEASE

1. Neoplasms

- 1.1 Identify and describe the etiology, contributing factors, pathophysiology, signs and symptoms of cancer
- 1.2 Differentiate between benign and malignant neoplasms (tumors)
- 1.3 Discuss tumor staging and grading

2. Neurological Disorders

- 2.1 Identify and describe the etiology, contributing factors, pathophysiology, signs and symptoms of a variety of acute neurological disorders
- 2.2 Identify and describe the etiology, contributing factors, pathophysiology, signs and symptoms of a variety of neurodegenerative disorders

3. Endocrine

- 3.1 Identify the etiology, contributing factors, signs and symptoms and complications of various endocrine disorders
- 3.2 Compare Type 1 and Type 2 diabetes
- 3.3 Examine the diagnostic tests used to diagnose and monitor various endocrine disorders

4. Gastrointestinal

- 4.1 Identify and describe the etiology, contributing factors, pathophysiology, signs and symptoms and complications of common gastrointestinal disorders
- 4.2 Examine the diagnostic tests used to diagnose and monitor gastrointestinal disorders

5. Genitourinary

- 5.1 Identify and describe the etiology, contributing factors, pathophysiology, signs and symptoms and complications of common urinary tract disorders
- 5.2 Identify and describe the etiology, contributing factors, signs and symptoms, progression and complications of common sexually transmitted diseases
- 5.3 Discuss the contributing factors, signs and symptoms of the common complications of pregnancy
- 5.4 Examine the diagnostic tests used to diagnose disorders of the urinary tract, STD and complications of pregnancy

6. Integument

- 6.1 Identify and describe the etiology, contributing factors, pathophysiology, signs and symptoms and complications of common integumentary problems
- 6.2 Discuss the pathophysiology of a thermal injury (burn)
- 6.3 Describe the local and systemic effects and common complications of a major burn injury
- 6.4 Discuss diagnostic tests used to diagnose and monitor acute disorders of the skin, including burns

7. Musculoskeletal

- 7.1 Identify the etiology, contributing factors, signs and symptoms and complications of common acute and chronic musculoskeletal disorders
- 7.2 Examine diagnostic tests used to diagnose and monitor musculoskeletal disorders

8. Sensory

- 8.1 Identify the contributing factors, signs and symptoms and complications of common eye & ear disorders
- 8.2 Examine the diagnostic tests used to diagnose and monitor eye & ear disorders

9. Psychological

- 9.1 Discuss the biologic and psychosocial theories about the etiology of various mood disorders and anxiety
- 9.2 Identify and describe the signs and symptoms of common mood disorders and anxiety
- 9.3 Examine the common diagnostic tests/tools used to diagnose and monitor mood disorders and anxiety

III. TOPICS:

1. Neoplasia
2. Neurological Disorders
3. Endocrine Disorders
4. Gastrointestinal Disorders
5. Genitourinary Disorders
6. Integumentary Disorders
7. Musculoskeletal Disorders
8. Sensory Disorders
9. Psychological Disorders

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Gould B. E. (2015). *Pathophysiology for the Health Professions* (5th 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)

Sault College Student Portal – www.mysaultcollege.ca

USEFUL:

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

Kee Lefever, Joyce (2010). *Handbook of laboratory and diagnostic tests* (7th 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%.**
2.

3 Tests (25, 30, 30)	85%
3 Online Quizzes	15%
3. Students missing the tests or final exam because of illness or other serious reason must phone the professor **before** the exam to inform her (759-2554, Ext. 2635). Those students who have notified the professor of their absence, according to policy, will be eligible to arrange an opportunity to write the exam at another time. Students must contact the teacher on their first day back at school or clinical following a missed test or exam. Students may be asked to provide a medical slip. Those students who **do not follow the above procedures** will receive a zero for that test or exam.

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%	
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.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

VI. SPECIAL NOTES:

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 may not be granted admission to the room.*

VII COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline. www.mysaultcollege.ca