Texas A & M University Corpus Christi  
College of Nursing and Health Sciences  

NURS 5326 Advanced Physiology with Pathophysiological Applications  
Syllabus Fall 2017  

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Office Hours by Appointment  
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Denise.delarosa@tamucc.edu  

Credits: 3 semester hours (3:0)  

Course Description: The study of normal physiology and pathologic mechanisms of disease across the lifespan that will serve as the foundation for clinical assessment, decision making, and client health management in advanced practice nursing.  

Course Objectives  
The graduate nursing student, through physiological and pathophysiological study of subcellular mechanisms, cells, tissues and organ systems should be able to:  

1. Develop critical thinking skills using the physiological parameters that determine cellular and organ system function and dysfunction (ME I, IX)  
2. Develop skills necessary to make objective clinical decisions based on the best available evidence from disciplined research to direct complex health care decisions in nursing practice. (ME I, III, IV, V, VIII, IX)  
3. Interpret current research in the field of advanced physiology and pathophysiology to improve health care for their clients (ME I, IV, V, VI, VIII, IX)  
4. Integrate theoretical and research based physiology and pathophysiology concepts into modern nursing practice (ME I, IV, V, VI, VIII, IX)  
5. Develop a pathophysiological rationale for advanced level nursing management of acute and chronic conditions (ME I, II, IV, VI, VII, VIII, IX)  
6. Develop a physiological basis for health care within diverse populations across the life span, through advanced knowledge of alterations found in common disease states within those populations and age groups. (ME I, II, III, VIII, IX)
6.1 Participate in the creation of a positive learning experience using the new technologies
6.2 Evaluate her/his own progress toward achievement of long term goals within the discipline of nursing
6.3 Develop a more sophisticated practice paradigm based on physiological and pathophysiological concepts
6.4 Demonstrate responsibility for class preparation, student group assignments, and active participation in the on-line discussion forums and chat sessions.

Lecture Location: TAMUCC online Courses
http://islandonline.tamucc.edu

Class Time: This section of NURS 5326 is web-based and the principals of distance learning apply for all students. Topics for the week are noted on the class schedule according to date and content. All assignments are due on the day indicated in the Course Schedule. LATE WORK NOT ACCEPTED unless prior approval granted by faculty.

Required Textbooks


OPTIONAL

**Please consider all texts as incomplete reference sources, since no complete reference book exists. Therefore, you are expected to use these texts as the primary sources of information, which can then be supplemented by other sources as needed to fulfill the assignment for identified content areas.

Teaching and Learning Methods
Course objectives may be met through individual study of required and recommended resources, formal and informal exchange of ideas with classmates, colleagues and class faculty regarding specific topics and practicum activities, while utilizing the critical thinking skills demanded of the graduate student. Teaching methods include online asynchronous discussion, independent study of texts, library and other professional resources, web-based activities, analysis and synthesis of
clinical applications, and the assignments listed in the course. While faculty provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, and demonstration of course objectives.

**Syllabus and Course Schedule** – Please read through this syllabus and the course schedule carefully. If you have any questions or concerns, you must email the course faculty through Blackboard immediately to resolve the issue within the first week of the semester. If no concerns are raised, it will be assumed that all students have read and understand the content and expectations.

**Course Requirements and Grading**

**Evaluation methods:**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Examinations (4)</td>
<td>70%</td>
</tr>
<tr>
<td>Group Assignments (3)</td>
<td>20%</td>
</tr>
<tr>
<td>Participation in Weekly Online</td>
<td>10%</td>
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<tr>
<td>Discussions</td>
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**Course Grade Components**

1. **Course Examinations:** Each test will be made up of multiple choice questions. These questions will be drawn from the course texts, case studies, any assigned readings, posted discussions based upon these readings and other coursework. Current theories on the etiology, pathogenesis, physiology and pathophysiology which are covered in the course content will be the focus. Critical thinking skills will be needed to choose correct answers.

**Students must achieve an average of 75% or higher on the course exams to successfully pass this course.** Once an average of 75% in exams is achieved, the grades for the group case studies and for weekly discussion posts are averaged in to determine your final grade.

*Exam dates are noted on your course schedule.

***EXAMS WILL BE AVAILABLE FROM 11 AM – 5 PM only. EXAM TIMES ARE NON-NEGOTIABLE, SO PLEASE ARRANGE YOUR SCHEDULE SO YOU CAN TAKE THE EXAM DURING THE SCHEDULED TIME.

**PROCTORED TEST SITE POLICIES AND PROCEDURES:** All tests given within the graduate nursing program are given through proctored test sites according to the Secure Testing Sites policies and procedures document (located under the INFORMATION link on the course menu panel to the left). No student may use notes, books, handouts, etc., during the tests. The Secure Testing Policy is considered a part of this syllabus, and may be found as a separate document under the same Information icon.
*Make up exams will not be permitted. Students are advised that there is ample time to take the test when it is scheduled. Students are further advised that waiting until late in the testing period to take the test may result in difficulties with time. PLEASE DO NOT WAIT UNTIL THE LAST MINUTE TO START THE TESTS. Tests in progress will be automatically submitted when the testing time has ended.

2. GROUP ASSIGNMENTS - Three group assignments will be assigned during the semester. Group assignments will count for 20% of the final course grade. Each member of a student group will receive the same grade on each case study, and equal participation in the case study is expected from all students. Students will work in small groups to evaluate each posted assignment, collaborate in researching the problem and the possible answers, and turn in the assignments in a timely fashion. Students will only use the group didactic discussion group when working on the group case study assignment. One student will be selected by members of each group to turn in the group’s written assignment. This student “scribe” will change with each assignment. No one student may be responsible for acting as scribe more than once in the semester. Students will be assigned to a group during the first week of the semester. Each group will have a number which will correspond to the group number found within the Communication icon under Discussions. Group assignments may be turned in early if the group desires, but grading will not begin until after the due date has passed.

Group Assignments: Grading Criteria Rubric

<table>
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<th>Physiology/Pathophysiology of the topic stated</th>
<th>40 points</th>
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<tbody>
<tr>
<td>The paper is clearly and concisely written with proper grammar, punctuation etc. Paper written at the graduate level.</td>
<td>40 points</td>
</tr>
<tr>
<td>Evidence of literature search – current research used other than the text (&lt; 5 years)</td>
<td>10 points</td>
</tr>
<tr>
<td>APA format</td>
<td>10 points</td>
</tr>
<tr>
<td>• Double spacing</td>
<td></td>
</tr>
<tr>
<td>• Times New Roman font, size 12</td>
<td></td>
</tr>
<tr>
<td>• Reference page</td>
<td></td>
</tr>
<tr>
<td>• Title page with running head and each group member’s name</td>
<td></td>
</tr>
<tr>
<td>• Introduction and conclusion</td>
<td></td>
</tr>
<tr>
<td>• No abstract required</td>
<td></td>
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<tr>
<td>Total</td>
<td>100 points</td>
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The course instructor will be a member of all the student groups and will be able to monitor activities within the group discussion area. Students who are holding back other members of the group will be noted. Students who consistently do not make adequate contribution to the group assignments will receive a separate grade for this activity which will be based on their particular contribution. This grade will be at the discretion of the instructor.

3. Participation in Weekly Discussion Topics: participation in weekly discussions will count for 10% of the final grade. A minimum of two postings are required weekly. The initial posting (assigned weekly) is due by **Thursday at midnight** and the response posts are due by **Sunday at midnight** of each week. All postings must be scholarly and contribute to the knowledge and learning of the group. Response postings must be substantive and further the discussion with additional information and/or questions for continued investigation (not just agreeing or disagreeing). All postings must be sourced and in APA format. The Discussion Post Grading Rubric is posted in the Information tab within this course. Participation in the didactic discussions is required and will be randomly graded. **Testing will reflect weekly discussion content; therefore, participation is important. To earn the full credit for each discussion the student must participate at a higher level than minimum requirements.** Please see rubric and grading criteria are located under the Information tab.

As with most graduate courses, superior performance on assignments can only be achieved through independent efforts. Required readings provide a general framework for understanding topics relevant to this course. However, required readings are insufficient to establish expertise on any one topic. Therefore, students are expected to read additional material before completing most assignments. Course content sometimes promotes exchange of differing or alternative information during class discussion. Because it is assumed students are prepared for discussions, any student contributions will be considered “knowledgeable” ones on a given subject by demonstrating a breadth of reading as the foundation for ideas and opinions.

*No “Extra-Credit” work will be offered in this course.*

Grading
The college of nursing letter grading scales for all programs consists of the following:

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<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>83-89</td>
<td>B</td>
</tr>
<tr>
<td>75-82</td>
<td>C</td>
</tr>
<tr>
<td>70-74</td>
<td>D</td>
</tr>
<tr>
<td>69 and below</td>
<td>F</td>
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Please consult the University Catalog for explanation of University grading policies. Graduate students must maintain a 3.0 GPA on a 4 point scale.
Communication
Communication between students and faculty should take place by email within Blackboard. It is expected that all students and faculty check their Blackboard email at least once every 48 hours. If an email is sent requiring a response, that response should be sent within 48 hours of receipt of the original email. This is an expectation of both students and faculty.

POLICIES:

Evaluation Input From Students
The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity and Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in disciplinary action up to and including dismissal from this program.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me, your academic advisor and the Financial Aid Office, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 15th is the last day to drop a class with an automatic grade of “W” this term.
Classroom/Professional Behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, clinical settings etc.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Title IX
As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (8255826).

Support Services
Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.