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

NURS 5326 Advanced Physiology with Pathophysiological Applications

Syllabus Fall 2020

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Credits: 3 semester hours (3.0)

Course Description: The study of normal physiology and pathologic mechanism of disease across the lifespan to provide a foundation for clinical assessment, decision making, and patient health management in an advanced practice nursing role.

Learning 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.

2. Develop skills necessary to make objective clinical decisions based on the best available evidence from peer reviewed research to direct complex health care decisions in nursing practice.

3. Interpret current research in the field of advanced physiology and pathophysiology to improve healthcare for patients.

4. Integrate theoretical and research-based physiology and pathophysiology concepts into nursing practice.

5. Develop a pathophysiological rationale for advanced level nursing management of acute and chronic conditions.

6. Develop a physiological basis for healthcare for diverse ethnic and cultural populations across the life span utilizing advanced knowledge of common disorders.

7. Participate in the creation of a positive learning experiences using newest technological advances.

8. Evaluate her/his own progress toward achievement of long-term goals within the science of nursing.

9. Develop a more sophisticated practice paradigm based on physiological and pathophysiological concepts.
10. Demonstrate responsibility for class preparation, student group assignments, and active participation in on-line discussion forums.

**Lecture Location:** TAMUCC online Courses [http://islandonline.tamucc.edu](http://islandonline.tamucc.edu)

**Syllabus and Course Schedule:** Please completely review this syllabus and 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.

**Class Time:** NURS 5326 is web-based and the principals of distance learning apply for all students. Topics for the week are documented on the class schedule according to date and content. All assignments are due on the day indicated in the Course Schedule. **Late work is not accepted unless prior approval granted by faculty.**

**Teaching and Learning Methods:** Course objectives will be met through individual reading, review, and study of required text assignments, recommended resources, and both formal and informal exchange of concepts with classmates, colleagues, and course faculty. Weekly topics will include utilization of critical thinking skills, decision making, and writing skills required of a graduate student.

Teaching methods will include online asynchronous discussion via discussion board posts, independent study of texts, library, weekly web-ex discussions, other professional resources, analysis and synthesis of clinical applications, and the assignments listed in the course. Faculty will provide guidance and consultation as needed. However, the student is responsible for identification of their learning needs, self-directed study, and demonstration of course objectives.

**Course Requirements and Grading Evaluation methods:**

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Percentage Points</th>
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</thead>
<tbody>
<tr>
<td>Examinations (x4)</td>
<td>70%</td>
</tr>
<tr>
<td>Weekly Quizzes (x12)</td>
<td>10%</td>
</tr>
<tr>
<td>Group Assignment</td>
<td>5%</td>
</tr>
<tr>
<td>Case Studies (x3)</td>
<td>5%</td>
</tr>
<tr>
<td>Participation in Weekly Online Discussions</td>
<td>10%</td>
</tr>
</tbody>
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**Course Grade Components:**

1. **Course Examinations:** Each exam will be made up of multiple-choice and true/false questions. These questions will be written and focused from the course texts, case studies, unit content, and discussion posts (Anatomy, physiology, pathogenesis, pathophysiology, and current evidence-based etiology, and treatment options covered in the course).

Critical thinking skills will be required to select the 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 assignments, weekly discussion posts and quizzes, and case studies are averaged in to determine your final grade. *****Exam and assignment due dates are noted on your course schedule.**
****Exams will be available from 12 noon-8 pm only administer through Blackborad with Respondus loackdown browser and WebCam.

**Secured Proctored Exam Policies:** All exams in this course will need to be taken with Secured Test Proctoring.

a. The exam will be taken on Blackboard.
b. No student may use notes, books, or handouts during the exams. You will be allowed to use a white board which must be completely cleaned and shown though Webcam prior to the end of the session.
c. The Secure Testing Policy is considered part of this syllabus and may be found as a separate document under the “Information” tab in Blackboard.
d. Make-up exams will not be permitted to maintain integrity of the exams. Students are advised that there is ample time to take the tests when scheduled (90 minutes).

2. **Quizzes:** There will be 12 weekly reading quizzes covering the assigned readings for each week. These are taken by 2359 every Tuesday on that content and are meant to help you understand for the unit. The quizzes will be in electronic format on Blackboard. Quizzes are open book but must be completed in one sitting. Once a quiz is closed, it will not be reopened.

3. **Group Assignment:** Student groups for assignment will be randomly created via Blackboard at the beginning of the course. Only one group power point presentation is scheduled during the semester. Group assignment is worth 5% of the final course grade. Each member of a student group will receive the same grade on each assignment from the instructor. However, feedback from your peers will be taken into consideration when grades are assigned. Equal participation in the work of the assignment is expected from all students. Each group will have a number assigned which is found under Groups. Students will work in small groups to evaluate each posted assignment, collaborate in researching the problem and differential diagnoses, and turn in the assignment before the due date and time of 2359. Students will use the group didactic discussion group and “google docs” when working on the group case study assignments. **One student will be selected by members of each group to turn in the group’s written assignment once everyone in the group views and agrees with the final version presented.** No one student of the group will be made responsible for editing and formatting the final paper. Group assignments may be turned in early if the group desires, but grading will not begin until after the due date.

The course instructor may review the group discussion area. Students are expected to consistently participate with other members of the group and will receive a separate grade for this activity based on instructor grading and their peer review. The final grade will be at the discretion of the instructor.

4. **Case Study Worksheets:** Each student is expected to complete each case study in order to apply your learning to a patient scenario. The case study worksheet is to be completed and submitted on Blackborad by the due date.

5. **Participation in Weekly Discussion Board Topics:** Participation in weekly discussion boards will amount to 10% of the final grade. **A minimum of three posts (one assigned original and two responding posts or three responding posts if not assigned) are required weekly for satisfactory credit.** The initial posting (assigned weekly) is due by each Friday at 2359 and the responding posts are due by Tuesday at 2359 of each week. **All posts must be scholarly writing with in-text citations and references in APA (7th ed) format.** Each post is expected to average around 250 words. All posts must
contribute to the knowledge and learning of the group. Responding posts must be substantive and expand upon the initial discussion post (agreeing or disagreeing, personal experience only, or posting a couple sentences without references will not be counted as a student post). **Posts must be written using information beyond the textbook as everyone in the class has a textbook to read.** The Discussion Post Grading Rubric is also under the “Information tab” within this course. Participation in the didactic discussions is required and will be graded as instructor time permits. Test questions will likely include weekly discussion content. Therefore, participation is important. **To earn the full credit (exemplary) for each discussion post, the student must participate at a higher level than minimum requirement. Please see the grading rubric criteria located under the “Information tab”**

6. **WebEx Meetings:** A WebEx will be held (See the course calendar for schedules) with the instructor to provide an overall orientation to the course and allow an opportunity for students to ask questions related to the material covered or course questions. The meetings will be recorded for those who cannot attend meeting.

7. As with most graduate courses, superior performance on course content 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 review unit materials and 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” discourse on a given subject by demonstrating a breadth of reading as the foundation for ideas and opinions.

**Grading:**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B</td>
<td>83 – 89</td>
</tr>
<tr>
<td>C</td>
<td>75 – 82</td>
</tr>
<tr>
<td>D</td>
<td>67 – 74</td>
</tr>
<tr>
<td>F</td>
<td>Below 67</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.

**Required Textbooks:**


Communication: Communication between students and faculty should take place by email or messages within Blackboard. It is expected that all students and faculty check their Blackboard email at least once every 48 hours (except over Holidays and weekends). 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. If the student has an emergent concern, please text message or phone the instructor on the cell number listed above. Please identify yourself as the instructor does not have student cell phone numbers.

Campus Safety Measures
To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- Face Coverings—**Face coverings** (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the [Face Covering policy](#) and [Frequently Asked Questions (FAQ)](#) available on the [Provost website](#).
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the [Student Conduct office](#) for sanctions. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

POLICIES:

1. **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 and analyze trends within the curriculum. Please be assured that this information is secure and not released until after grades are submitted. No names are available to faculty. 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 near the end of the semester. Thank you in advance for your assistance with the evaluation process.

2. 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. If any discussion post or assignment is found to be plagiarized the student will receive a zero for that assignment. This will not be negotiable.

3. Dropping a Class: I hope that you never find it necessary to drop this or any other class. However, events can occur making dropping a course necessary or the best decision based on circumstances. 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. Stopping to attend and participate WILL NOT automatically result in being dropped from the class. See TAMUCC Academic Calendar for specific date requirements.

4. Classroom/Professional Behavior: Texas A&M University-Corpus Christi, as an academic community, and 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.

5. Student Grade Appeals: As stated in University Procedure 13.02.99.C0.03, 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.C0.03, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at https://academicaffairs.tamucc.edu/rules_procedures/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.

6. 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.

7. Civil Rights Reporting: Texas A&M University-Corpus Christi is committed to fostering a culture of
caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez at Samuel.ramirez@tamucc.edu or Deputy Title IX Coordinator, Rosie Ruiz at Rosie.Ruiz@tamucc.edu ext. 5826, or visit website at Title IX/Sexual Assault/Pregnancy.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me.

These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

8. **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 utilizing 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 (361-825-5826).

9. **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. These services are free as they are part of your tuition. Do not hesitate to contact faculty to help you access these services.

10. **Syllabus Disclaimer**: While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated through the course email or announcements via Blackboard. It is the STUDENT’S responsibility to keep abreast of course announcements. **Questions regarding course requirements should be addressed when the syllabus is received within the first week of the course.**