Course Information

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Selected Mechanisms of Disease and Related Pharmacology</th>
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<tbody>
<tr>
<td>Course ID:</td>
<td>NUR 302</td>
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<tr>
<td>Semester:</td>
<td>Summer 2017</td>
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<tr>
<td>Mode:</td>
<td>Online</td>
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<tr>
<td>Placement in Curriculum:</td>
<td>Level III</td>
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<tr>
<td>Credits:</td>
<td>Three (3) credits Theory</td>
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<tr>
<td>Prerequisites:</td>
<td>RN Status Only; Anatomy &amp; Physiology I &amp; II</td>
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Instructor Information

| Instructor:                | Shelley Lynch MS FNP-BC RN CCRN                        |
| Email:                     | Course Messages in myCourses OR slynch1@umassd.edu     |
| Phone:                     | 508-999-8592                                           |
| Office Hours               | Office Hours in Nursing 302 are by appointment. If you would like to schedule an appointment, please email me with three times that would work for you so that we can schedule a time which is mutually agreeable. Also please let me know if you would like to speak by telephone, chat or a series of emails. |

Course Overview

This course examines disease processes in humans. The AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008) guided course development. Content selected for study is chosen specifically to enhance the RN students understanding of basic pathophysiologic concepts, and is essential to understand the rationale for clinical judgment and therapeutic intervention in disease conditions. Humans' ability to adapt to stressors is discussed throughout the course. Concepts of pharmacology and drug therapy are integrated to allow students to utilize this information in clinical practice.

Add/Drop Deadline: The last day to add or drop courses is June 30, 2017

Withdrawal date: The last day to withdraw from a course is July 25, 2017

Course Outcomes

The student:
1. Demonstrates professional responsibility, accountability, and ethical decision making as the basis for delivering health care.
2. Applies knowledge from humanities and the physical sciences to the study of the pathogenesis, diagnosis, and pathophysiology of common diseases in humans.
3. Applies current theoretical scientific and research knowledge of the pharmacokinetics, pharmacodynamics, and pharmacogenomic principles of drugs used to treat common illnesses.
4. Integrates information technology and quality indicators to promote medication safety.

Required books:
The 2016 (6th edition) of this textbook is also acceptable
Any pharmacology textbook. Nursing Drug books are NOT acceptable substitutions. If you do not have a pharmacology textbook from any of your prior course work, please get a used one such as: Lehne, R. (2013). Pharmacology for nursing care. (8th Edition). St.
Louis: Elsevier Saunders.

**Recommended Books:**
Books are available through the Campus store or any vendor of student’s choice

**COURSE TOPICAL OUTLINE**
Module I: Foundations of Pathophysiology and Pharmacology
Module II: Cancer and Therapeutic Modalities
Module III: Mechanisms of Self-Defense
Module IV: Disorders of Metabolism
Module V: Neuromuscular Disorders
Module VI: Renal Disorders
Module VII: Alterations in Pulmonary Function
Module VIII: Alterations in Cardiovascular Function

**Teaching Practices, Learning Methods, and Evaluation:**
Teaching and learning are an ongoing, dynamic process. Core content will be presented to students using a variety of formats:
- Narrated lecture presentations of key issues and topics
- Web links and videos
- Assigned readings, critical thinking exercises, and case study scenarios
- Discussion participation and reflection on knowledge, concepts, and topics
- Written assignments and group collaboration activities
- Module study guides and written assignments
- Module discussion forum participation and reflection on knowledge concepts and topics

Students can expect to spend a minimum of 9 hours/week on course work.

Grading follows the University of Massachusetts Dartmouth grading system and the college of Nursing Academic grading policies (found in the online Student Handbooks). In accordance with the College of Nursing policy, the minimum passing grade for this course is 73%.
The student’s grade will be based on:

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<thead>
<tr>
<th>Methods of Evaluation</th>
<th>% of Final Grade</th>
<th>Course Outcomes Accomplished</th>
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</thead>
<tbody>
<tr>
<td>4 Paper Assignments</td>
<td>40%</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>4 Quizzes</td>
<td>40%</td>
<td>2, 3</td>
</tr>
<tr>
<td>4 Discussion Posts</td>
<td>20%</td>
<td>1, 2, 3, 4</td>
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Please see the detailed overview of assignments further below and in the **Assignment Guidelines** folder on the course site. All written work in the College of Nursing is presented in APA (American Psychological Association) format. APA resources and tips for professional writing are posted on the course site. Students needing assistance with writing are encouraged to contact the Writing Center early. Students also have access to E-tutor services via myCourses.

1. **Four (4) quizzes**, totaling 40% of student’s final course grade. Quizzes must be completed during the time window on the scheduled testing date (see class schedule for dates). If a student has a documented illness or personal emergency, a makeup quiz may be given at the discretion of the faculty. It is expected that students will work independently on quizzes.

2. **Four (4) module assignments**, totaling 40% of course grade. Three (3) points/day will be deducted from late assignments. A grading rubric is used to evaluate assignments (see the Assignment Grading Rubric at the end of this syllabus and on the course website). All assignments must be completed and submitted.

3. **Four (4) Discussion Posts**, totaling 20% of grade. You must complete your initial post by Wednesday and reply to 2 peers by Friday of each week.
Students are expected to actively participate in the discussion forum. Discussion format should include:
1. Posting a thoughtful content-related question and participating in a follow-up conversation
2. Posting a relevant clinical example of the pathophysiologic concepts in that module
3. Responding to a classmate’s posting in a substantive manner
4. Substantive participation should:
   1) add value to the discussion
   2) avoid simply repeating, agreeing with, or answering yes/no to peer’s comments
   3) ask insightful questions
   4) answer other people’s questions
   5) make comments that are relevant to the course content and objectives
   6) give insight gained from readings

5. Proper on-line etiquette and respectful, professional communication in postings

Teaching-Learning Responsibilities of Faculty:
1. To guide the learner through assignments and discussions.
2. To construct assignments that foster critical thinking and support professional development.
3. To provide written guidelines for assessment of learner performance and timely feedback of discussions and assignments.
4. Faculty will be available for virtual office hours weekly throughout the semester as indicated by designated times in the virtual office chat room or by appointment with students when necessary. Faculty are on line every day at various times. Students may message faculty at any time or talk with faculty on line during office hours.
5. Faculty will respond to student inquiries within 24 hours, Monday – Friday and within 48 hours on weekends.
6. How to contact faculty: Course-related questions should be posted in the Course Q&A Discussion on the course site as this allows everyone in the class to benefit from your question. If you have a personal concern that you would like to keep private, please message faculty through Zimbra or myCourses. Faculty check messages daily Monday through Friday. You can expect a reply within approximately 24 hours Monday – Friday.

Responsibilities of the Student:
1. To demonstrate commitment to the exploration of ideas and issues related to course content.
2. To be self-directed and communicate learning needs, questions, and concerns.
3. To take accountability for reviewing course content and discussions on a regular basis, weekly or more often, throughout the semester.
4. To take responsibility to contact faculty when experiencing issues/concerns or difficulty related to course content and assignments.
5. To engage in the online class and actively participate in on-line discussions.
6. To complete all course assignments on the designated due date.
7. To treat peers and faculty with respect to promote a positive academic atmosphere, to communicate professionally and respectfully, and to use proper on-line etiquette when posting discussions.
8. To cite all references and sources used and be mindful of plagiarism and academic dishonesty standards. To submit assignments on time by midnight of each due date listed in the Class Schedule. Three (3) points per day will be deducted from late submissions unless the student communicates with faculty prior to the assignment due date and receives an extension approved by faculty.
9. Due to the nature of web courses, students are highly encouraged to keep copies of all their discussion postings as well as assignments. CITS archives courses at the end of each semester so course postings aren’t available.

Students with Disabilities:
In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with the instructor at the beginning of the semester and provide the appropriate paperwork from the Center for Access and Success. The necessary paperwork is obtained when you bring proper documentation to the Center, which is located in Liberal Arts, Room 016; phone: 508-999-8711. Information is also available at: http://www.umassd.edu/dss/ Any student with a disability must contact faculty at the beginning of the semester if arrangements based on needs are desired.

Attendance:
This course is delivered in an online format which includes module assignments, narrated lectures, web links and videos, and engaging in on-line discussions. Learning is maximized through sustained weekly online participation. Students are expected to complete assignments on time as indicated in the class schedule (located in the Course Information folder on the course site). Students are encouraged to attend scheduled office hours or make appointments with the instructor at the earliest point of uncertainty or concern.
**Academic Integrity and Ethical Standards:**
Academic dishonesty and plagiarism are serious academic offenses. Please review the Student Handbook for academic regulations and procedures for details and potential options open to the faculty, College of Nursing Dean, and university to address these infractions. The University and College of Nursing student handbook, policies and procedures, and academic policy on bullying can be found at: [http://www.umassd.edu/studentaffairs/studenthandbook/](http://www.umassd.edu/studentaffairs/studenthandbook/) [http://www.umass.dartmouth.edu/collegeofnursing/NursingUndergradHandbook.pdf](http://www.umass.dartmouth.edu/collegeofnursing/NursingUndergradHandbook.pdf)

Students should be aware that suspect assignments (e.g., those without works cited, reference pages, or with large departures in style) will be submitted to Safe Assign by the instructor for the purpose of detecting possible plagiarism. Submitted assignments will be included in the UMass Dartmouth dedicated databases of assignments. These assignment databases will be used solely for the purpose of detecting possible plagiarism during the grading process during this term and in the future.

**Incomplete Policy:**
In accordance with University and the College of Nursing policy, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F. The incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. The student must communicate with faculty in writing via email as soon as possible prior to the last 3 weeks of the course.

**CCNE Accreditation:** The College of Nursing is accredited by CCNE. Representative student work may be photocopied and shown to CCNE accreditors during a re-accreditation visit. Student names will be omitted on the work. Please notify faculty if you do not wish your work to be saved for accreditation purposes.

### GRADING RUBRIC for MODULE ASSIGNMENTS

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<tr>
<th>Objective/Criteria</th>
<th>Performance Indicators</th>
<th>Low Performance</th>
<th>Needs Improvement</th>
<th>Acceptable Performance</th>
<th>Exemplary Performance</th>
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<tr>
<td>Assignment Submission &amp; Length</td>
<td></td>
<td>(0 points) Student did not submit assignment by due date/time and did not adhere to length criteria as outlined in the assignment guidelines.</td>
<td>(5 points) Student did not submit assignment by due date and assignment was very brief or incomplete. Two or more components of the assignment may be missing.</td>
<td>(8 points) Student submitted assignment on time but assignment was brief. One component of assignment may be missing.</td>
<td>(10 points) Student submitted assignment on time, fully completed the assignment components, and adhered to the length criteria as outlined in assignment guidelines.</td>
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<tr>
<td>Quality</td>
<td></td>
<td>(0 points) Pathophysiologic processes and pharmacologic concepts are missing. Discussion does not reveal understanding of the pathophysiologic processes/concepts and pharmacology. No reference to reading or citations from reading used to illustrate points, concepts, and ideas. Discussion consisted of opinions, feelings, and impressions not supported by use of empirical data or concepts. No reflection on how concepts connect to or impact clinical practice and patient outcomes.</td>
<td>(30 points) Pathophysiologic processes/concepts and pharmacologic concepts are incomplete or missing. Discussion does not reveal a clear understanding of the pathophysiologic processes/concepts and pharmacology. Did not effectively use citations from reading to illustrate points, concepts, and ideas. Poor development of ideas. Discussion is not clearly connected to reading. Incomplete discussion/reflection on how concepts connect to or impact clinical practice and patient outcomes.</td>
<td>(45 points) Pathophysiologic processes/concepts and pharmacologic concepts need a little more detail or development. Discussion reveals understanding of the pathophysiologic processes/concepts and pharmacology but few examples are given to support statements. More citations from reading are needed to illustrate points, concepts, and ideas. Discussion reflects on how concepts connect to or impact clinical practice and patient outcomes.</td>
<td>(60 points) Detailed discussion of pathophysiologic processes and concepts and pharmacologic concepts. Content components are complete. Discussion reveals a clear understanding of pathophysiologic processes and pharmacology being examined. Effectively uses citations from reading to illustrate points, concepts, ideas, and statements. Thoughtful analysis of readings. Detailed discussion reflects on how concepts connect to or impact clinical practice and patient outcomes.</td>
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<tr>
<td>Terminology</td>
<td>Assignment does not contain correct descriptions of pathophysiology and pharmacology terminology. Does not demonstrate basic understanding of terminology. Uses terminology incorrectly to discuss concepts.</td>
<td>Contains two or more incorrect descriptions of pathophysiology and pharmacology terminology. Demonstrates a lack of understanding of terminology and uses terminology incorrectly to discuss one or more concepts.</td>
<td>Contains correct descriptions of pathophysiology and pharmacology terminology. Demonstrates a basic understanding of terminology but may use terminology incorrectly to discuss one concept.</td>
<td>Contains appropriate descriptions of pathophysiology and pharmacology terminology. Demonstrates a clear understanding of terminology. Uses terminology correctly to discuss concepts.</td>
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<td>APA format/Grammar/Spelling</td>
<td>(0 points) No references cited in assignment. Reference missing or not in APA format. Sentences incomplete. Words misspelled. Improper grammar used.</td>
<td>(5 points) Reference incomplete. 3 or 4 sentences incomplete. 3 or 4 misspelled or improperly used words found.</td>
<td>(8 points) 1 or more citations are used correctly in assignment. Reference complete. 1 or 2 sentences are incomplete. 1 or 2 words are misspelled or improperly used.</td>
<td>(10 points) 2 or more citations are used correctly in assignment. Reference complete. Sentences are complete. No misspelled words or improperly used words are found.</td>
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Assignments must be written IN YOUR OWN WORDS. Evidence of plagiarism will result in a score of ZERO for the assignment.

TOTAL GRADE out of 100

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, events and/ or circumstances may make it necessary for faculty to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Any changes will be made with advance notice to the students.