Course Number: NUR 302
Course Title: Selected Mechanisms of Disease and Related Pharmacology
Credits: Three (3) credits Theory – online course
Placement in the Curriculum: Level III
Prerequisites: RN status only; Anatomy & Physiology I & II
Co-Requisites: None
Faculty:
Section 7102
Shelley Lynch, MS, RN, FNP-BC, CCRN
Online office hours: by appointment
E-mail address: slynch1@umassd.edu

Add/Drop Deadline: The last day to add or drop courses is October 29, 2019.
Withdrawal date: The last day to withdraw from a course is December 3, 2019.

Course Description:
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.

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:

Any pharmacology textbook. Nursing Drug books are NOT acceptable substitutions. If you do not have a pharmacology textbook from any of your prior courses, please rent one or get a used one such as Lehne, R. (2013). Pharmacology for nursing care. (8th ed.). St. Louis: Elsevier Saunders.

Recommended Books:
Teaching Practices, Learning Methods, and Evaluation:

Teaching and learning are ongoing, dynamic processes. Core content will be presented to students using a variety of formats to promote learning:
- Narrated lecture presentations of key issues and topics
- Web links and videos
- Assigned readings and module study guides
- Written assignments (including critical thinking exercises and case studies)
- Module study guides and written assignments
- Module discussion participation and reflection on knowledge concepts and topics

Grading follows the University of Massachusetts Dartmouth grading system and the college of Nursing Academic grading policies (found in the online Student Handbooks).

The student’s grade will be based on:

<table>
<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>7 Module Assignments</td>
<td>70%</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>3 Quizzes</td>
<td>30%</td>
<td>2, 3</td>
</tr>
</tbody>
</table>

Please see further information on Module Assignments in the Assignment Guidelines folder on the NUR 302 course site. All written work in the College of Nursing is done in American Psychological Association (APA) format. The APA Publication Manual is recommended for students. APA resources and tips for professional writing are posted on the course site. Students needing assistance with writing are advised to contact the Writing Center early. Students also have access to E-tutor services via MyCourses.

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. Students will work independently on quizzes.

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 office or virtual conferences with students weekly throughout the semester as indicated by designated times or by appointment. Students may message faculty at any time or talk with faculty online by appointment.
5. 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 MyCourses. Faculty check messages daily Monday through Friday so you can expect a reply within approximately 24 hours.

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, or 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 to be mindful of plagiarism and academic dishonesty standards.
9. To submit assignments on time by the due date listed. Late submissions will not be accepted unless the student communicates with faculty prior to the assignment due date and receives an extension approved by faculty.
10. Due to the nature of on-line courses, students are advised to keep copies of all their discussion postings as well as assignments. CITS archives courses at the end of each semester so course postings will not be available after the semester has ended.

**Late assignments:**

Assignments not submitted by the due date will not be accepted, unless the student obtains faculty permission prior to the assignment due date.

**Course Work Expectation**

Because this is a 3-credit course, students can expect to spend a minimum of 9 hours per week engaged in course activities online, assigned class work, and reading.

Federal credit-hour requirements: one credit-hour is the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (includes exam week) for one semester or the equivalent amount of work over a different amount of time.
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**Attendance:**

This course is delivered in an online format that includes module assignments, narrated lectures, web links and videos, and engaging in lively 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. Students are encouraged to attend virtual office hours or make an appointment with the instructor early in the semester for any concerns.

**Academic Support Services**

Academic support services are available online through the Academic Resource Center, the Writing Center, and the Center for Access and Success. Please use these resources early on to aid you in your academic success early on. Please contact faculty immediately for any concerns regarding your academic progress.

**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/
https://www.umassd.edu/nursing/studenthandbooks/
This course uses Safe Assign for assignment submissions to identify possible instances of plagiarism. Suspect assignments include those without references cited, with sections copied directly from sources without citing, or with writing styles not representative of college student work. Submitted assignments will be included in the UMass Dartmouth assignment database, which is used solely for detecting possible plagiarism during the grading process during current and future semesters. Students may also check their paper drafts through the Safe Assign practice module on the MyCourses Support Hub for Students.

Incomplete Policy:
In accordance with University and College of Nursing policies, 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. 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 before the last 3 weeks of the course.

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.

Title IX Statement
The purpose of a university is to disseminate information, as well as to explore a universe of ideas, to encourage diverse perspectives and robust expression, and to foster the development of critical and analytical thinking skills. In many classes, including this one, students and faculty examine and analyze challenging and controversial topics. If a topic covered in this class triggers post-traumatic stress or other emotional distress, please discuss the matter with the professor or seek out confidential resources available from the Counseling Center, http://www.umassd.edu/counselling/, 508-999-8648 or - 8650, or the Victim Advocate in the Center for Women, Gender and Sexuality, http://www.umassd.edu/sexualviolence/, 508-910-4584. In an emergency contact the Department of Public Safety at 508-999-9191 24 hrs./day. UMass Dartmouth, following national guidance from the Office of Civil Rights, requires that faculty follow UMass Dartmouth policy as a “mandated reporter” of any disclosure of sexual harassment, abuse, and/or violence shared with the faculty member in person and/or via email. These disclosures include but are not limited to reports of sexual assault, relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus, disclosure by the student to the faculty member requires that the faculty member inform the University’s Title IX Coordinator in the Office of Diversity, Equity and Inclusion at 508-999-8008 to help ensure that the student’s safety and welfare is being addressed, even if the student requests that the disclosure not be shared. For confidential counseling support and assistance, please go to http://www.umassd.edu/sexualviolence/

COURSE TOPICAL OUTLINE
Module I: Mechanisms of Self-Defense: Cellular and Tissue Function; Stress and Adaptation
Module II: Mechanisms of Self-Defense: Infection and Immunity
Module III: Alterations in Endocrine and Metabolic Function
Module IV: Alterations in Neurological and Neuromuscular Function
Module V: Alterations in Renal Function
Module VI: Alterations in Pulmonary Function
Module VII: Alterations in Cardiovascular Function

**REFLECTIVE MODULE DISCUSSION ASSIGNMENTS**

Discussions benefit all students so please participate fully and contribute significantly to the module discussions. Learning is maximized by full participation of all students. This is an opportunity for students to share their knowledge and ideas and to learn from each other. Please be professional and respectful in all communications.

1. Discussion format should include:
   a. Posting a thoughtful content-related question and participating in a follow-up conversation
   b. Posting a relevant clinical example of the pathophysiologic concepts in that module
   c. Responding to a classmate’s posting in a manner that adds value and knowledge to the discussion
   d. Ask insightful questions, answer other people’s questions, make comments that are relevant to the course content and objectives, and share your insight gained from readings
   e. Avoid simply repeating comments that have already been posted
   f. Be respectful and communicate professionally in discussions

**GRADING RUBRIC for MODULE ASSIGNMENTS**

<table>
<thead>
<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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<tbody>
<tr>
<td>Assignment Submission &amp; Length</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>(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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<td>Terminology</td>
<td>(0 points) 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>(10 points) 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>(15 points) 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>(20 points) 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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<tr>
<td>APA format/ Grammar/ Spelling</td>
<td>(0 points) No references cited in</td>
<td>(5 points) Reference incomplete. 3 or 4</td>
<td>(8 points) 1 or more citations are used correctly</td>
<td>(10 points) 2 or more citations are used</td>
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Please be professional and respectful in all discussions.
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.
| Week 6  
| 12/1 – 12/7 | Module VI: Alterations in Pulmonary Function  
|  | Mechanisms of Respiratory Control  
|  | Respiratory Tract Infections  
|  | Pulmonary Neoplasms  
|  | Alterations in Gas Exchange and Ventilation | Read ch. 21-23  
|  | Complete module activities  
|  | Discussion Assignment VI due | End of Course Evaluations due |
| Week 7  
| 12/8 – 12/14 | Module VII: Alterations in Cardiovascular Function  
|  | Circulation Disorders  
|  | Cardiac Function Alterations  
|  | Heart Failure  
|  | Shock | Review ch. 17  
|  | Read ch. 18-20  
|  | Complete module activities  
|  | Discussion Assignment VII due | Complete Quiz 3 |