

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>12/5/22</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____	
Current Course Prefix and Number		Current Course Title
<i>Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add _____ Remove _____ Change General Education Requirements*** Add _____ Remove _____ <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:
Faculty Contact/Email/Phone		
Approved by Department Chair <u>Karethy Edwards</u> College Curriculum Chair <u>Raeon W. West, PhD, BA</u> College Dean <u>Stephyn Lee</u> UUPC Chair <u>Ethlyn Williams</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____		Date _____ _____ _____ _____ _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
Course Syllabus**

SEMESTER: Summer 2023

COURSE NUMBER: NUR 4125

COURSE TITLE: General Pathophysiology

COURSE FORMAT:

CREDIT HOURS: 3

COURSE SCHEDULE:

PREREQUISITES: BSC 2085 and BSC 2085L or equivalent, BSC 2086 and BSC 2086L or equivalent

COREQUISITES: MCB 2004, CHM 2032 and CHM 2032L

FACULTY:

COURSE DESCRIPTION: Focuses on the pathophysiology of human illness within a systems framework. Emphasis is on understanding pathophysiology as an alteration of normal subsystem physiological function altering health of the individual. Course concepts provide the basis for interpretation and analysis of signs and symptoms within a framework of health and disease. Presents selected pathophysiological nursing situation exemplars and the concepts to related conditions in diverse clients across the lifespan.

COURSE OBJECTIVES:

Becoming competent

1. Discuss the etiology and pathophysiology of selected disease processes across the life course. (1.a, 1.2a).

2. Describe the pathophysiologic mechanisms of disease processes. (1.a, 2.1)).

3. Integrate principles from the biological sciences to interpret pathophysiological processes as a foundation for clinical decision-making. (1.3b).

4. Describe the relationships among pathophysiological processes, laboratory and diagnostic tests, and clinical manifestations of selected illnesses. (2.4d).

5. Analyze the influence of genetic factors on pathophysiological processes in diverse clients. (1.2a).

Becoming compassionate

6. Distinguish between developmental processes in physiology and pathophysiological alterations. (2.3e).

Becoming confident

7. Describe a range of responses persons with illness may experience based on pathophysiological processes. (1.2a).

8. Apply an understanding of pathophysiology to nursing situations. (1.2c).

Affirming commitment

9. Examine the individual's physical presentation in selected nursing situations and define appropriate nursing responses. (1.3c).

The 6 subjectives based on Roach's (2002) work organize the course objectives.

TEACHING LEARNING STRATEGIES:

Instructional methods include class discussions/lectures, interactive learning, nursing situation analysis, educational videos, case studies, group activities/presentations, and online PrepU quizzes.

GRADING AND EVALUATIONS:

Items	Percentage of Total Grade	Due Date
In-class short quizzes	5%	See weekly class schedule (in-class)
PrepU Quizzes (online)	30%	Due Sunday @ 11:30 PM-see weekly class schedule

Exam 1	15%	As scheduled. To be administered in-person.
Exam 2	15%	As scheduled. To be administered in-person.
Exam 3	15%	As scheduled. To be administered in-person.
Final Exam	20%	Per university schedule for final exam. To be administered in-person. Exact date and time TBA
Total	100%	

GRADING SCALE:

Grade below C is not passing in the Undergraduate program

94 - 100 = A

90 - 93 = A-

87 - 89 = B+

84 - 86 = B

80 - 83 = B-

77 - 79 = C+

74 - 76 = C

70 - 73 = C-

67 - 69 = D+

64 - 66 = D

61 - 63 = D-

0 - 60 = F

REQUIRED TEXTS:

Lippincott Course Point ENHANCED for Porth's Pathophysiology. Concepts of Altered Health States. 10th Edition (Includes: E-book, PrepU, and additional book resources)

ISBN: 9781975101152

When enrolling to this class at Lippincott, use this class code:

For Tuesday Class: CLASS CODE is: **39D341A3**

For Wednesday Class: CLASS CODE is: **9F1CAA51**.

Helming, M.A.B., Shields, D.A., Avino, K.M., & Rosa, W.E. (2022). *Dossey & Keegan's Holistic Nursing: A handbook for practice*. 8th edition. Burlington, MA: Jones & Bartlett Learning.

ISBN: 9781284251012

RECOMMENDED TEXTS: None.

It is recommended that students have access to ATI video case studies.

TOPICAL OUTLINE:

1. Cell Structure & Function
2. Altered fluid and electrolytes
3. Altered acid/base balance
4. Alterations in physiological systems
5. Alterations of Hematologic Function
6. Immune system: Infection
7. Cellular Proliferation and Differentiation
8. Altered Cells and Tissues
9. Alterations of Cell Biology
10. Inflammation and tissue repair
11. Cancer Biology
12. Alterations of Cardiovascular Function
13. Clinical Concepts in Cardiovascular Physiology
14. Alterations of Cardiovascular Function
15. Altered Perfusion
16. Alterations of Pulmonary Function
17. Alterations of Gastrointestinal Function
18. Altered Elimination
19. Altered Nutrition
20. Alterations of Endocrine Function
21. Alterations of Renal Function
22. Musculoskeletal system
23. Integumentary system
24. Alterations in cognition, perception and affect
25. Altered Somatic and Special Sensory Function
26. Degenerative Changes in Aging

COURSE ASSIGNMENTS:

PrepU quizzes are due every Sunday at 11:30 PM of the week. Please follow the end of the chapter PrepU quizzes corresponding to the chapters/topics discussed for that week as outlined on the course schedule. Students need to enroll at point.lww.com to access the PrepU quizzes and other resources. Use the class code as provided in this syllabus.

BIBLIOGRAPHY: See modules.

COURSE SPECIFIC LITERATURE: See modules.

ESSENTIAL LITERATURE ON CARING SCIENCE (Revised 2017)

Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing Case Studies in Caring: Across the Practice Spectrum*. Springer. ISBN: 978-0-8261-7178-8

Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Jones & Bartlett.

Boykin, A. & Schoenhofer, S. & Valentine, K. (2014). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring*. Springer.

Buber, M. (1970). *I and thou*. Scribner.

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science*. Springer.

Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders*. Springer.

Locsin, R.C (2016). *Technological competency as caring in nursing: A model for practice* (2nd ed.). Silliman University Press.

Mayeroff, M. (1971). *On caring*. HarperCollins.

McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's Culture Care diversity and universality: A worldwide theory of nursing* (3rd Ed.). Jones & Bartlett.

Paterson, J. & Zderad, L.T. (1988). *Humanistic nursing*. National League for Nursing.

Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care* (2nd ed.). FA Davis.

Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions*. Canadian Hospital Association.

Rosa, W., Horton-Deutsch, S, & Watson, J. (2019). *A handbook for caring science: Expanding the paradigm*. Springer.

Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource*. Springer.

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences*. Springer.

Watson, J. (2018). *Unitary caring science philosophy and praxis of nursing*. University Press of Colorado.

Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018; Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly 10/22/18

COURSE POLICIES & GUIDELINES

It is expected that each student will read the chapters or the topics to be discussed for the week in advance and participate in the classroom discussion. Logging on to social media or accessing to any websites, other than the topics being discussed while the class is going on is considered unprofessional behavior, and negatively affects student's learning.

1. Quizzes- (5%) There may be unannounced in-class quizzes based on the topics scheduled for that week. Always bring an extra piece of paper and a laptop to class.

2. End of the chapter PrepU quizzes (online). Students are required to purchase Lippincott either eBook or hard copy with access to Online quizzing. It is highly recommended for students to study, review the end of the chapter quizzes in preparation for the exams and for class discussions. To access the PrepU quizzes and other course resources at Lippincott, use this class code:

Your CLASS CODE is: **39D341A3** for the Tuesday Class.

Your CLASS CODE is: **9F1CAA51** for the Wednesday Class.

3. Exams- A total of 3 exams will be administered in-person per course schedule. Exams will be multiple choice, multiple answers/alternate exam. similar to those found in NCLEX-RN (National Commission on Licensure Examinations for Registered Nurses). If cheating is discovered during the exam., a grade of "0" will be given for the exam and a failing grade will be given in the course (See Academic Integrity Policy). Other than pencils/pen and

paper or laptop (if the exam is on lockdown browser)- no books, course materials, cell phones, extra paper, notebooks, food and drink will be allowed in your desk during the exam. All exams are administered online through Respondus Lockdown Browser.

Cheating in examinations and tests include:

- The unauthorized use of notes, books, electronic devices or other study aids while taking an exam or working on assignment.
- Using electronic devices or other means to store or receive information and looking at this information during the course of an examination.
- Providing unauthorized assistance to or receiving assistance from another student during an examination or while working on an assignment to include:
 - Eyeing the work of another or allowing a classmate to view your work.
 - Having someone to take an examination or complete an assignment in your place.
 - Giving questions to other students prior to examination.
 - Securing an examination, receiving or sharing an unauthorized copy of an exam.
 - Procuring or sharing test items in advance of an exam.
- Claiming to have submitted your exam or assignment when this is not the case.

4. Comprehensive Final Exam- This will be administered in-person through Respondus Lockdown Browser on canvas. This class follows the university final exam schedule.

5. This is a live course accessible only through FAU's learning management system—Canvas. You must log on to Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password click the following link for help. <http://www.fau.edu/oit/accounts/index.php> The course is organized into weekly units with dates provided for each unit. The course begins with a START HERE unit that will familiarize you with the organization and navigation of the course. Each week you will open a new unit to access the reading materials, PowerPoints, and other materials relevant to the week's topic, your assignments for each week will be listed within the unit.

Computer Requirements

- Operating System: A computer that can run Mac OSX or Win XP or higher
- Peripherals: A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
- Software

Please visit the student's tab on canvas located at the top of each Canvas page for LMS compatibility with your computer. Make sure your Internet browser is compatible and that you have all the recommended plug-ins installed.

Other software may be required for specific learning units and/or modules, but the links to download and install it will be provided within the applicable unit and/or module. You may also need headphones with a microphone for Canvas Collaborate sessions.

Required Technical Skills

To be successful in this course you should be familiar with and be able to execute the following technological skills:

- Creating and posting to a discussion board or blog
- Taking a test through Canvas/The Point
- Attaching documents
- Copy and paste functions
- Microsoft Office tools: Word, PowerPoint, Excel
- Searching the FAU library and websites

Technical Problem Resolution Procedure

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. Contact the eSuccess Advisor for assistance: eLearning Success Advisor - 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit <http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux>.
3. Complete a Help Desk ticket <http://helpdesk.fau.edu/>. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
 - a. Select “Canvas (Student)” for the Ticket Type.
 - b. Input the Course ID.
 - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
4. Send a message within Blackboard to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Blackboard, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained

Introductions: You may post an introduction in the student introductions discussion board as found in Canvas. It is also encouraged for student to post a picture on canvas.

The faculty reserves the right to make changes in course content and requirements. Policies below may be found in:

- a). The Christine E. Lynn College of Nursing Undergraduate Handbook located at: <https://nursing.fau.edu/academics/student-resources/undergraduate/index.php>
- b). Florida Atlantic University's Academic Policies and Regulations <http://www.fau.edu/academic/registrar/FAUcatalog/academics.php> and <http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation. For more information, see: <http://www.fau.edu/ctl/AcademicIntegrity.php>
CON Academic Integrity: <https://nursing.fau.edu/academics/student-resources/undergraduate/academic-integrity-policy.php>

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. ANY act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie, and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at <http://www.fau.edu/sas/>

To apply for SAS accommodations: <http://www.fau.edu/sas/>

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of “F” from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of “I” (incomplete). This must be changed to a grade other than “I” within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

POLICY ON THE RECORDING OF LECTURES (OPTIONAL)

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University’s Student Code of Conduct and/or the Code of Academic Integrity.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of

examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. For more information, see: <https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf>

CON Religious Accommodation: <http://www.fau.edu/sas/New.php>

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

"I will deliver this class, as scheduled, in-person and will provide a remote option for students who are asked to isolate or quarantine or are unable to attend a class in-person for any other reason. Please note: All students may be required to attend in-person classes on specific dates at my discretion, for example to complete examinations. For students planning to attend in-person, I will teach in-person classes in the assigned classroom and on the scheduled day and time. For students who are unable to attend a class session in-person, I will provide course content in a remote format. I will post details on how a student can join the class remotely in Canvas. Please contact me if you have questions."

FACE COVERINGS and PPE in Laboratory

Persons are required to wear a face mask and a face shield over the face mask when in the laboratory areas, maintain social distancing of 6 feet when possible, wash hands and use hand sanitizer.

COURSE SCHEDULE

Dates/Week #	Topics/Chapters	Assignments/Class or Group Activities	Due Date
Week # 1	Chapter 1: Concepts of Health and Disease	<p>Short quiz on syllabus (Kahoot)</p> <p>Review of course resources:</p> <ul style="list-style-type: none"> Use of Picmonic to supplement understanding of 	<p>No PrepU assignments due for first week of class</p> <p>Note: Students should create an account @ the point.lww.com. All PrepU QUIZZES should</p>

	Chapter 3: Cellular Adaptation, Injury and Death	<p>concepts in Pathophysiology, i.e., Nursing process, substance abuse</p> <ul style="list-style-type: none"> • PrepU quizzes • Journal articles <p>see link thepoint.lww.com and course assignments</p>	be done at The Point or Lippincott website. The total scores of your PrepU quizzes will be recorded to canvas.
Week # 2	Chapter 6: Neoplasia Chapter 7: Stress and Adaptation	<p>In-class activity</p> <p>Kahoot Interactive game</p> <p>Focus domains: Knowledge for professional practice and Personal and Professional development: Commitment to personal health and well-being.</p>	PrepU quizzes on chapters 6 and 7 Due Sunday at 11:30 PM
Week # 3	Chapter 8: Disorders of Fluids, Electrolytes, and Acid-Base Balance	<p>Group activity:</p> <ol style="list-style-type: none"> Match column A (Types of IV fluid solutions) with column B (Examples of IV fluid solutions) and column C (indications for these IV fluids Identifying acid-base imbalance using ROME 	PrepU quizzes on chapter 8 Due Sunday @ 11:30 PM
Week # 4	Chapter 9: Inflammation, Tissue Repair	<p>Activity: Flipped classroom</p> <p>Students to watch an educational video on wound assessment.</p>	PrepU quizzes on chapters 9 and 10 Due Sunday @ 11:30 PM

	<p>and Wound Healing</p> <p>Chapter 10: Mechanism of Infectious Disease (including epidemiology of infectious diseases and modes of transmission)</p>	<p>Focus: Wound assessment competency</p> <p>Objectives: After learning the pathophysiology of inflammation/infection: Students will</p> <ol style="list-style-type: none"> 1) Assess, describe and document the signs and symptoms of infection, inflammation. 2) Select appropriate treatment to address wound infection and evaluate the effectiveness of treatment. 3) Describe the process of wound healing. 	<p>EXAM 1</p>
<p>Week # 5</p>	<p>Chapter 11: Innate and Adaptive Immunity</p> <p>Chapter 14: Pain, Headache and Temperature Regulation</p>	<p>Kahoot interactive game</p> <p>Group Activity:</p> <p>Nursing Situations-Utilize Nursing Process in responding to the call of nursing and addressing patient's needs, i.e., complaint of pain/headache, and managing fever</p> <p>Target competency:</p> <p>Understanding the pain pathways, how to conduct a pain assessment and evaluate</p>	<p>PrepU quizzes on chapters 11 and 14</p> <p>Due on Sunday @ 11:30 PM</p>

		effectiveness of pain interventions.	
Week # 6	<p>Chapter 15: Back Pain, Parkinson's disease, Amyotrophic Lateral Sclerosis, and Multiple Sclerosis</p> <p>Chapter 18: Disorders of Thought, Emotion and Memory (Dementia)</p> <p>Stroke</p>	<p>Expected Outcome: After learning the pathophysiology/etiology of Parkinson's disease, ALS and MS, students will identify safety issues related to alterations in mobility.</p> <p>Focus: Compassionate care of people with Dementia</p> <p>*Fun Activity: Battle of the Brain- Memory recall on Dementia</p>	<p>PrepU quizzes on chapters 15, and 18</p> <p>Due on Sunday @ 11:30 PM</p>
Week # 7	<p>Chapter 22: Disorders of Hemostasis (Review of the coagulation cascade)</p>	<p>Class Activities: Part 1</p> <p>Focus: Person-centered care</p> <p>Outcome: Students to complete interpretation of of the CBC results (What does it mean when a client has a</p>	<p>PrepU quizzes on chapters 22 and 26</p> <p>Due on Sunday @ 11:30 PM</p> <p>EXAM 2</p>

	<p>Chapter 26: Disorders of Blood Flow and Blood Pressure Regulations</p>	<p>high, low, and critical lab. values?)</p> <p>Part 2</p> <p>Differentiating between therapeutic and abnormal blood pressure readings</p> <p>(Note: Students to bring blood pressure apparatus and stethoscope).</p>	
Week # 8	<p>Chapter 27 Congestive Heart Failure and Circulatory Shock</p> <p>Chapter 28 Cardiac Conduction and Rhythm</p>	<p>Class Activity:</p> <p>SBAR for CHF</p> <p>Receiving Nurse's Report for patient admission</p> <p>Video Case Study using ATI</p> <p>Outcome: Students to submit completed SBAR to professor for grading</p> <p>Target competency: Documentation and communication skills (receiving and giving reports)</p>	<p>PrepU quizzes on chapters 27 and 28</p> <p>Due on Sunday @ 11:30 PM</p>
Week # 9	<p>Chapter 30 Respiratory Tract Infection, Pneumonia,</p>	<p>In-class group activity:</p> <p>Role Playing</p>	<p>PrepU quizzes on chapters 30 and 31</p>

	<p>Childhood disorders</p> <p>Chapter 31 Disorders of Ventilation and Gas Exchange</p>	<p>Students will collaborate in group in identifying the role of each member of the interdisciplinary healthcare team in caring for a child with asthma</p> <p>Focus competency: Team dynamics- roles and responsibilities of a nurse or any member of the IDC team.</p> <p>Video case study using ATI.</p>	<p>Due on Sunday @ 11:30 PM</p>
Week # 10	<p>Chapter 33 Disorders of Renal Functions</p> <p>Chapter 34- Acute and Chronic Renal Failure</p>	<p>In-class group activity:</p> <p>Case Study/Nursing Situation (Client with Kidney Failure)</p> <p>Competency: Population health: Focus on patients at risks for Renal Failure</p> <p>Students will describe community resources in caring for patients with CRF (Dialysis, clinic, home health care)</p>	<p>PrepU quizzes on chapters 33 and 34</p> <p>Due on Sunday @ 11:30 PM</p>
Week # 11	<p>Chapter 35- Bladder and Lower Urinary Tract Disorders</p> <p>Chapter 37- Disorders of the</p>	<p>Outcome: After the lectures/ group discussions, students will describe the pathophysiology/ etiology of Peptic ulcer disease, its signs and symptoms and treatment.</p>	<p>PrepU quizzes on chapters 35 and 37</p> <p>Due on Sunday @ 11:30 PM</p>

	Gastrointestinal Function	Focus domain: Knowledge for professional practice Competency: Health teaching/prevention of UTI	
Week # 12	Chapter 38- Disorders of the Hepatobiliary and Exocrine Functions of the Pancreas Chapter 39 Alterations in Nutritional Status	Nursing situation/Case Study: Understanding the health risks or Complications related to Obesity *Identifying nutritional needs of clients (diet order) based on clinical diagnosis (conditions). Focus competency: care coordination with dietician/nutritionist/provider	PrepU quizzes on chapters 38 and 39 Due on Sunday @ 11:30 PM EXAM 3
Week # 13	Chapter 41 Disorders of Endocrine Control (Diabetes) Chapter 46 Sexually Transmitted Diseases, HIV	Group Activity: Identifying high risk individuals or group of people who are likely to develop diabetes (Concept of the social determinants of health) (Nursing situation/Case study) Focus: Medication competency- Types of medications for Type 1 and Type 2 diabetes	PrepU quizzes on chapters 41 and 46 Due on Sunday @ 11:30 PM

		<p>*Understanding how insulin works in the body (video presentation)</p> <p>Short quiz on Diabetes</p>	
Week # 14	<p>Chapter 48 Disorder of Musculoskeletal Function, trauma, infection (osteomyelitis)</p> <p>Chapter 49 Activity Intolerance, osteoporosis, Osteopenia, Fatigue</p>	<p>Small group activity:</p> <p>Students to analyze the use of technology in caring for patients with activity intolerance; and role of assistive device in promoting patient safety.</p> <p>Focus competency: Falls prevention and care coordination with members of Interdisciplinary team in caring for patients with fracture.</p>	<p>PrepU quizzes on chapters 48 and 49</p> <p>Due on Sunday @ 11:30 PM</p>
Week #15	<p>Chapter 50- Rheumatic Disorders</p> <p>Chapter 52- Disorders of Skin Integrity, *Pressure Ulcer</p> <p>Wound healing</p>	<p>After learning the pathophysiology of wound development, pressure ulcer, students will demonstrate competency on pressure ulcer staging and treatment.</p> <p>Measuring Outcome:</p>	<p>PrepU quizzes on chapters 50 and 52</p> <p>Due on Sunday @11:30 PM</p>

		Short Quiz on Arthritis, Pressure Ulcer (staging and treatment)	
Week # 16 Comprehensive Final Exam TBA	Dec. 6-9: Reading Days Final Exam follows University schedule- TBA	Final Exam date and time TBA	

PROFESSIONAL STATEMENT

<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016

**CHRISTINE E. LYNN COLLEGE OF NURSING
STATEMENT OF PHILOSOPHY**

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured, and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University. 'revised April, 2012.