



## School of Nursing

### GNSG 6006: Advanced Pathophysiology (3 units)

Fall 2023

<b>Meeting days:</b> On-line	<b>Instructor contact info</b>  <i>Scot Nolan, DNP, RN, CNS, CCRN, CNRN, SCRN, FCNS</i> Adjunct Faculty Email: <a href="mailto:snolan@pointloma.edu">snolan@pointloma.edu</a> Telephone: 619-686-3595 (0)
<b>Meeting times:</b> Asynchronous meetings with optional synchronous zoom: Tuesdays 6:00 PM – 8:00 PM	
<b>Meeting location:</b> On-line	
<b>Placement:</b> MSN Semester 1	<b>Office location and hours</b> Dr. Nolan's hospital office or online – MS Teams/Zoom:
<b>Final Exam:</b> 12/12/2023	by appointment only

### PLNU Mission

#### To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### **SON Vision Statement**

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one's shoes in service of others.

*Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV*

### **SON Mission Statement**

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

*So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. John 13: 4-5 NIV*

*Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. John 13: 14-15 NIV*

**Faculty reserves the right to make necessary schedule changes to this syllabus as the semester progresses.**

Every attempt will be made to minimize the inconvenience to the student in the event of a change to the syllabus. Students will be notified of changes via Canvas announcement section, with accompanying email notification, in a timely manner.

### **COURSE DESCRIPTION ☼**

This course provides understanding on pathophysiology and alterations in normal human physiologic function across the life span. Emphasis will be on pathophysiological principles and clinical consequences of common disease processes that are essential for performing advanced health assessment, differential diagnoses, and clinical therapeutic decisions for treatments. Letter Grade

### **PROGRAM LEARNING OUTCOMES**

Upon completion of the program, you will be able to achieve the following outcomes:

<b>PLO 1: Inquiring Faithfully</b>
The student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process. <sup>ILO 1</sup>
<b>PLO 1.1.</b> Advance nursing practice by integrating scientific findings to promote patient outcomes and wellness (Essentials Domain 1,4)
<b>PLO 1.2.</b> Apply advanced specialty knowledge to evidence and clinical judgment in the delivery of care (Essentials Domain 1, 5, 8)
<b>PLO 2: Caring Faithfully</b>
The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death. <sup>ILO3</sup>
<b>PLO 2.1.</b> Role model Christian servant leadership through holistic compassionate care (Essentials Domain 2, 6)
<b>PLO 2.2.</b> Advocate for ethical principles in promoting health of diverse individuals and populations (Essentials Domain 3, 9)
<b>PLO 3: Communicating Faithfully</b>
The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills. <sup>ILO 1, 2</sup>
<b>PLO 3.1.</b> Analyze information and communication technologies to facilitate optimal care of patients, nurses, and organizations (Essentials Domain 8)
<b>PLO 3.2.</b> Lead interprofessional healthcare teams to influence positive patient outcomes across the lifespan (Essentials Domain 6)

**PLO 4: Following Faithfully**

Defined as claiming the challenge from Florence Nightingale that nursing is a “divine imposed duty of ordinary work.” The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity. <sup>IL02,3</sup>

**PLO 4.1.** Design and implement health policies to improve care of diverse patients, communities, and populations (Essentials Domain 3, 5)

**PLO 4.2.** Expand professional nursing expertise through self-reflection, accountability, and life-long learning processes (Essentials Domain 9, 10)

**PLO 5: Leading Faithfully**

The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for “Sabbath Rest” as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment. <sup>IL02</sup>

**PLO 5.1.** Champion systems leadership to enhance access, quality, and cost effectiveness across the healthcare delivery continuum (Essentials Domain 5, 7)

**PLO 5.2.** Lead evidence-based, quality improvement initiatives to advance nursing practice and optimize patient safety (Essentials Domain 4, 5)

## COURSE LEARNING OUTCOMES ☒

This course is mapped to the:

- AACN Essentials (AACN, 2021): Domains (competencies, sub-competencies)
- NACNS Core Competencies (NACNS, 2022): Patient Direct Care Sphere (P); Nurses and Nursing Practice Sphere (N); Organization/System Sphere (O)
- NONPF Core Competencies (NONPF, 2022)
- Graduate Program Learning Outcomes (PLOs)

Upon completion of this course, you will be able to:

**1. Apply principles related to normal anatomy and physiology of human body systems to pathophysiologic processes of common disease processes.**

AACN Essentials: Domains: 2 (2.1d; 2.1e; 2.2i; 2.3h; 2.4f; 2.5h; 2.6g; 2.6h; 2.6j; 2.7d; 2.7e; 2.8f; 2.8j; 2.9j), 3 (3.1l; 3.2d; 3.2e; 3.4f), 5 (5.2i; 5.3e), 6 (6.1j; 6.1k; 6.4i), 7 (7.1f; 7.3e). 8 (8.2h; 8.5j), 9 (9.1h; 9.1j; 9.4e; 9.5f; 9.6e; 9.6h), 10 (10.1c; 10.1d; 10.2g; 10.2h; 10.2i; 10.3k; 10.3l; 10.3m; 10.3o; 10.3p; 10.3q)

NACNS Competencies: P1, P2, P3, P4, P5, P7, P9, P11, P12, P13, P14, P15, P16, N1, N2, N3, N4, N5, N6, N7, N8, N9, N10, N11, N12, N13, N14, O1, O2, O3, O4, O5, O6, O7, O8, O9, O10, O11, O12, O13, O14

NONPF Core Competencies: 2 (2.1f; 2.1g; 2.2m; 2.3i – 2.3p; 2.4h; 2.5k; 2.6m; 2.6o; 2.7g; 2.7h; 2.8k; 2.8m; 2.9k); 3 (3.1o; 3.2l); 5 (5.2k); 6 (6.1o; 6.1p; 6.4k); 7 (7.1l); 8 (8.2l; 8.5m); 9 (9.1l; 9.1n; 9.5j); 10 (10.1e; 10.1f; 10.2k; 10.2l; 10.2n; 10.3s; 10.3t; 10.3u; 10.3v)

PLOs: 2.1, 3.2, 4.1, 4.2, 5.1

**2. Analyze the pathogenesis of diseases and disorders affecting various organ systems.**

AACN Essentials: Domains: 1 (1.3d; 1.3f), 4 (4.1h), 5 (5.2h), 7 (7.1g; 7.3h)

NACNS Competencies: P2, P3, P4, P5, P9, P11, P12, N1, N2, N3, N7, N8, N10, N11, O4, O5, O6, O7, O8, O9, O11, O12, O13, O14

NONPF Core Competencies: 1 (1.3f0; 4 (4.1n); 7 (7.1l)

PLOs: 1.1, 5.1, 5.2

**3. Differentiate normal and abnormal pathophysiologic processes and clinical manifestations across the lifespan.**

AACN Essentials: Domains: 1 (1.2f; 1.3d), 4 (4.1j), 5 (5.2g; 5.2h; 5.3e), 7 (7.1f; 7.1h; 7.3h)

NACNS Competencies: P2, P3, P4, P5, P6, P7, P9, P11, P12, P14, N1, N2, N3, N5, N7, N8, N9, N10, N11, O1, O3, O4, O5, O6, O7, O8, O9, O12, O13, O14

NONPF Core Competencies: 1 (1.2k; 1.3f); 4 (4.1o); 5 (5.2k); 7 (7.1l)

PLOs: 1.1, 5.1, 5.2

**4. Analyze the impact of genetics, lifestyle choices, and environmental factors on development and progression of various diseases.**

AACN Essentials: Domains: 3 (3.1j), 6 (6.1j; 6.1k; 6.4f; 6.4i), 8 (8.1k; 8.5j), 9 (9.3m)

NACNS Competencies: P9, P11, N1, N2, N3, N5, N6, N7, N11, N12, O1, O2, O4, O7, O9, O12, O14

NONPF Core Competencies: 3 (3.1o); 6 (6.1o; 6.1p; 6.4j; 6.4k); 8 (8.1l; 8.5m); 9 (9.3q)

PLOs: 2.2, 3.1

**5. Evaluate the pathophysiological basis for differential medical diagnoses and therapeutic interventions for the treatment of various diseases.**

AACN Essentials: Domains: 1 (1.2g; 1.3f), 3 (3.1m; 3.1n; 3.2g; 3.2h; 3.3d; 3.3e; 3.4i; 3.6f; 3.6h; 3.6i; 3.6j), 4 (4.2k), 9 (9.1j; 9.2j; 9.2k; 9.3k; 9.3l; 9.4e; 9.4h; 9.6g)

NACNS Competencies: P2, P3, P4, P5, P9, P11, P14, P16, N1, N2, N4, N5, N7, N8, N10, N11, N13, N14, O1, O2, O3, O4, O5, O7, O8, O9, O10, O12, O13, O14

NONPF Core Competencies: 1 (1.2l); 3 (3.1p; 3.2l; 3.3g; 3.6k; 3.6l; 3.6m); 4 (4.2m); 9 (9.1n; 9.2n; 9.3p; 9.4k)

PLOs: 1.1, 2.2

**6. Apply pathophysiologic knowledge to clinical decision-making and management of common and complex health conditions.**

AACN Essentials: Domains: 1 (1.2g; 1.3f), 3 (3.1n; 3.2g; 3.2h; 3.3d; 3.3e; 3.4i; 3.6f; 3.6h; 3.6i; 3.6j), 4 (4.2k), 9 (9.2j; 9.2k; 9.3k; 9.3l; 9.4e; 9.4h; 9.6g)

NACNS Competencies: P2, P3, P4, P5, P9, P11, P14, P16, N1, N2, N4, N5, N7, N8, N10, N11, N13, N14, O1, O2, O3, O4, O5, O7, O8, O9, O10, O12, O13, O14

NONPF Core Competencies: 1 (1.2l); 3 (3.1p; 3.2l; 3.3g; 3.6k; 3.6l; 3.6m); 4 (4.2m); 9 (9.1n; 9.2n; 9.3p; 9.4k)

PLOs: 1.1, 2.2

**7. Discuss the role of the advanced practice nurse in evidence-based treatment plan for various pathophysiological processes.**

AACN Essentials: Domains: 1 (1.1e; 1.1f; 1.2j; 1.3e), 4 (4.1h; 4.2g); 6 (6.1g; 6.2h), 8 (8.1j; 8.3j; 8.4e; 8.5h)

NACNS Competencies: P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14, P15, N7, N8, N9, O2, O3, O4, O5, O6, O7, O8, O9, O10, O11, O14

NONPF Core Competencies: 1 (1.1h; 1.1i; 1.2n; 1.3h); 4 (4.1n; 4.2l); 6 (6.1m; 6.2k); 8 (8.1i; 8.4h; 8.5m)

PLOs: 1.2, 1.2, 3.1, 3.2

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

### Required:

Rogers, J. L. (2023). *McCance & Huether's Pathophysiology – The biologic basis of disease in adults and children* (9<sup>th</sup> Ed.). St. Louis: Elsevier/Saunders.  
ISBN-13: 978-0323789875

Rogers, J. L. (2023). *McCance & Huether's Study guide: Pathophysiology – The biologic basis of disease in adults and children* (9<sup>th</sup> Ed.). St. Louis: Elsevier/Saunders.  
ISBN-13: 978-0323874984

### Recommended:

Berkowitz, A. (2021). *Clinical Pathophysiology made ridiculously simple* (2<sup>nd</sup> Ed).  
Miami: Medmaster.  
ISBN-13: 9781935660446

Goldberg, S. (2021). *Clinical Genetics made ridiculously simple*. Miami: Medmaster.  
ISBN-13: 9781935660439

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### Websites:

Human Embryology – Embryogenesis at

<https://www.khanacademy.org/test-prep/mcat/cells/embryology/a/human-embryogenesis>

Human embryologic animations at

<https://embryology.iu.edu>

<https://www.biointeractive.org/classroom-resources/human-embryonic-development>

Association of Women's Health, Obstetrics and Neonatal Nurses at

<https://www.awhonn.org>

Purdue Online Writing Lab- APA Style (7<sup>th</sup> Edition)

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

CASP Checklists

<https://casp-uk.net/casp-tools-checklists/>

Refer to articles, websites and other resources provided by peers with each discussion board or clinical scenario assignment.

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**COURSE CREDIT HOUR INFORMATION**⊗

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

**ASSESSMENT AND GRADING**⊗

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<b>Assignments</b>	<b>Points</b>	<b>Percentage</b>
<ul style="list-style-type: none"> <li>• Clinical Scenarios (20 points each)</li> </ul>	300 pts	10%
<ul style="list-style-type: none"> <li>• Discussion Boards (10 points each)</li> </ul>	150 pts	10%
<ul style="list-style-type: none"> <li>• Pre/Post Lesson Quizzes (10 points each)</li> </ul>	300 pts	10%
<ul style="list-style-type: none"> <li>• Midterm Exam</li> </ul>	150 pts	15%
<ul style="list-style-type: none"> <li>• Evidence-based Case/Disease Pathophysiology/Treatment Plan Presentation</li> </ul>	100 pts	5%
<ul style="list-style-type: none"> <li>• Evidence-based Case/Disease Pathophysiology/Treatment Plan Paper</li> </ul>	100 pts	10%
<ul style="list-style-type: none"> <li>• Reproductive Function/Embryology Presentation/Paper</li> </ul>	100 pts	10%
<ul style="list-style-type: none"> <li>• Final Exam</li> </ul>	200 pts	20%
<ul style="list-style-type: none"> <li>• HESI Exam</li> </ul>	100 pts	10%
<b>Total</b>	<b>1500 pts</b>	<b>100%</b>



**GRADING POLICIES****Grading Scale** (to be used for all exams and final course grades):

93-100%	=	A	
90 - 92%	=	A-	
87 - 89%	=	B+	
84 - 86%	=	B	
<u>*81 - 83%</u>	=	<u>B-</u>	Graduate Programs
78 - 80%	=	C+	
*75 - 77%	=	C	
73 - 74%	=	C-	
71 - 72%	=	D+	
68 - 70%	=	D	
Below 68%	=	F	

- All assigned coursework must be completed to receive a final course grade and progress in the program.
- In order to receive a passing grade in a GNSG course, the student must achieve a cumulative average of 81% on exams and quizzes.
- Students who achieve less than 81% in a GNSG course must repeat the course in order to progress in the program.
- Students who receive less than an 81% average on GNSG exams and quizzes will receive a course grade of no higher than "C+", regardless of total points accrued through written projects and other course assignments.
- Grades/points will not be rounded. For example, 80.5% does not round to 81% resulting in a grade of C+ instead of a B-, according to the grading scale below.
- In order to progress in the program, students must earn a passing grade of "B-" or above in each theory course in addition to "Credit" in the concurrent clinical course. A grade of less than "B-" in a theory course and/or "No Credit" in the concurrent clinical course will necessitate the repetition of both courses.
- Students must receive a minimum score of 81% on all signature assignments. Remedial work and subsequent grading and any grade change in Canvas will be at the instructor's discretion.

**HESI Scoring/Grading Scale:**

HESI Raw Score	Points
>850	100 pts
800-849	95
750-799	90
700-749	85
650-699	80
600-649	75
550-599	70
<549	65

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## CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In *GNSG 6006 Advanced Pathophysiology*, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include anatomy, physiology, common and complex diseases, as well as genetic and developmental disorders. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of physiology and pathophysiology, and I will support you throughout your learning in this course.

## TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In *GNSG 6006 Advanced Pathophysiology*, we will cover a variety of topics, some of which you may find triggering. These topics include [list topics: anatomy, physiology, common and complex diseases, as well as genetic and developmental disorders. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of physiology and pathophysiology, and I will support you throughout your learning in this course.

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## INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late and assignments will **not be** accepted for credit, four days after the due date. Day 1 starts on the specified due date/time. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. No assignments will be accepted after 2359 on Sunday night of the last week of class. Incompletes will only be assigned in extremely unusual circumstances.

**STATE AUTHORIZATION (⊕ FOR FULLY ONLINE COURSES ONLY)**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map using the below link to view which states allow online (distance education) outside of California. <https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>

**PLNU SPIRITUAL CARE****Liberty Station Campus**

Please be aware that PLNU strives to be a place where you grow as whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Liberty Station campus, we have an onsite chaplain, Rev. Wil Ryland who is available during class break times across the week. If you have questions, desire to meet with Rev Ryland, or prayer requests you can contact him directly at [gradchaplainlibertystation@pointloma.edu](mailto:gradchaplainlibertystation@pointloma.edu).

**PLNU COPYRIGHT POLICY** 

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

**PLNU ACADEMIC HONESTY POLICY**

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

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**ARTIFICIAL INTELLIGENCE (AI) POLICY**

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Use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

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## **PLNU ACADEMIC ACCOMMODATIONS POLICY**⊕

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

## **LANGUAGE AND BELONGING**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free.

Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

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## **SEXUAL MISCONDUCT AND DISCRIMINATION**

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In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

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## **PLNU ATTENDANCE AND PARTICIPATION POLICY**⊕

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Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Graduate and Professional Studies Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

### **Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

## **COURSE MODALITY**

### **ONLINE ASYNCHRONOUS ATTENDANCE/PARTICIPATION DEFINITION**

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

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### **USE OF TECHNOLOGY ☼ (online course only)**

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In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## **SCHOOL OF NURSING**

### **PROFESSIONAL STANDARDS**

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Students are required to adhere to professional standards while students at PLNU. The nursing department had developed these standards to provide clarification of expected professional behaviors.

1. Presenting yourself professionally in interactions with all persons
2. Behaving with honesty and ethics
3. Respectful communication techniques
4. Being proactive versus reactive
5. Accepting accountability for one's own actions
6. Being prepared and punctual

### **ADDITIONAL GUIDELINES**

Social networking sites are a great way to connect with many others. These sites can be used to your disadvantage and all persons are advised to employ professional standards on these sites. A general rule would be if what you have posted does not enhance your professional image then it probably needs to be reviewed.

The use of Laptops, cell phones and other electronic devices is at the discretion of the course instructor. Generally, it is considered inappropriate to use any device for alternate uses not related to the class being taught. Cell phones should be kept on vibrate or silent during class times unless arrangements have previously been made.

Speaking negatively, relating stories or presenting a biased viewpoint about any class, instructor or other student that is not supportive of the individual involved and can be perceived as incivility. Disagreements are a part of life- but should be worked through in a private manner. Questioning the integrity of a persons' character is disrespectful. Each person is responsible and accountable for their words and actions.

Plagiarism or cheating in any class (nursing or non-nursing) will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor, the guidance of the Graduate Associate Dean and/or Dean of the School of Nursing and may include assignment/class failure and possible dismissal from the program.

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## ASSIGNMENTS AT-A-GLANCE

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The course summary below lists the assignments and their due dates.

### COURSE Content Outline (Topic Outline)

- Initiation of Learning Module: **Mondays**
  - Discussion Boards: Initial posting due **Tuesdays by 11:59 PM** and response posting due **Sundays by 11:59 PM**
  - Clinical Scenarios: Initial posting due **Thursdays by 11:59 PM** and response posting due **Sundays by 11:59 PM**
  - Pre-Learning Module Quizzes: due **Mondays by 11:59 PM**
  - Post- Learning Module Quizzes: due **Sundays by 11:59 PM**
  - All Other Assignments: due **Sundays by 11:59 PM**
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<b>Week #</b>	<b>Class Content or Assignment Topic</b>	<b>Reading Assignments &amp; Assignments Due</b>
<b>Week 1</b>	<ul style="list-style-type: none"> <li>• Course overview</li> <li>• The Cell               <ul style="list-style-type: none"> <li>○ Cellular Biology</li> <li>○ Altered Cellular and Tissue Biology: Environmental Agents</li> <li>○ The Cellular Environment: Fluids and Electrolytes, Acids and Bases</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Self Bio</li> <li>• Patho Reflection</li> <li>• Clinical Scenario</li> <li>• Pre/Post Learning Module Quizzes</li> </ul> <p>Reading: Rogers, Unit I</p>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>• Genes and Gene-Environment Interaction               <ul style="list-style-type: none"> <li>○ Genes and Genetic Diseases</li> <li>○ Genes, Environment-Lifestyle, and Common Diseases</li> <li>○ Epigenetic and Disease</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Clinical Scenario</li> <li>• Pre/Post Learning Module Quizzes</li> </ul> <p>Reading: Rogers, Unit II</p>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>• Mechanisms of Self-Defense               <ul style="list-style-type: none"> <li>○ Innate Immunity: Inflammation and Wound Healing</li> <li>○ Adaptive Immunity</li> <li>○ Alterations in Immunity</li> <li>○ Stress and Disease</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Clinical Scenario</li> <li>• Pre/Post Learning Module Quizzes</li> </ul> <p>Reading: Rogers, Unit III</p>

<p><b>Week 4</b></p>	<ul style="list-style-type: none"> <li>• Cellular Proliferation: Cancer <ul style="list-style-type: none"> <li>○ Cancer Biology</li> <li>○ Cancer Epidemiology</li> <li>○ Cancer in Children and Adolescents</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Clinical Scenario</li> <li>• Pre/Post Learning Module Quizzes</li> </ul> <p>Reading: Rogers, Unit IV</p>
<p><b>Week 5</b></p>	<ul style="list-style-type: none"> <li>• The Neurological System <ul style="list-style-type: none"> <li>○ Structure and Function of the Neurological System</li> <li>○ Pain, Temperature Regulation, Sleep and Sensory Function</li> <li>○ Alterations in Cognitive Systems, Cerebral Hemodynamics, and Motor Function</li> <li>○ Alterations of the Brain, Spinal Cord, and Peripheral Nerves</li> <li>○ Neurobiology of Schizophrenia, Mood Disorders, Anxiety Disorders, Posttraumatic Stress Disorder, and Obsessive-Compulsive Disorder</li> <li>○ Alterations of Neurologic Function in Children</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Clinical Scenario</li> <li>• Pre/Post Learning Module Quizzes</li> </ul> <p>Reading: Rogers, Unit V</p>
<p><b>Week 6</b></p>	<ul style="list-style-type: none"> <li>• The Endocrine System <ul style="list-style-type: none"> <li>○ Mechanisms of Hormonal Regulation</li> <li>○ Alterations of Hormonal Regulation</li> <li>○ Obesity, Starvation and Anorexia of Aging</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Clinical Scenario</li> <li>• Pre/Post Learning Module Quizzes</li> </ul> <p>Reading: Rogers, Unit VI</p>
<p><b>Week 7</b></p>	<ul style="list-style-type: none"> <li>• The Reproductive System <ul style="list-style-type: none"> <li>○ Structure and Function of the Reproductive Systems</li> <li>○ Alterations of the Female Reproductive System</li> <li>○ Alterations of the Male Reproductive System</li> <li>○ Sexually Transmitted Infections</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Clinical Scenario</li> <li>• Pre/Post Learning Module Quizzes</li> </ul> <p>Reading: Rogers, Unit VII</p>

<b>Week 8</b>	<b>Midterm Exam</b> <ul style="list-style-type: none"> <li>• The Hematologic System <ul style="list-style-type: none"> <li>○ Structure and Function of the Hematologic System</li> <li>○ Alterations of Hematologic Function</li> <li>○ Alterations of Hematologic Function in Children</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Clinical Scenario</li> <li>• Pre/Post Learning Module Quizzes</li> </ul> <p>Reading: Rogers, Unit VIII</p>
<b>Week 9</b>	<ul style="list-style-type: none"> <li>• The Cardiovascular and Lymphatic Systems <ul style="list-style-type: none"> <li>○ Structure and Function of the Cardiovascular and Lymphatic Systems</li> <li>○ Alterations of Cardiovascular Function</li> <li>○ Alterations of Cardiovascular Function in Children</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Clinical Scenario</li> <li>• Pre/Post Lecture Quizzes</li> </ul> <p>Reading: Rogers, Unit IX</p>
<b>Week 10</b>	<ul style="list-style-type: none"> <li>• The Pulmonary System <ul style="list-style-type: none"> <li>○ Structure and Function of the Pulmonary System</li> <li>○ Alterations in Pulmonary Function</li> <li>○ Alterations in Pulmonary Function in Children</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Clinical Scenario</li> <li>• Pre/Post Lecture Quizzes</li> </ul> <p>Reading: Rogers, Unit X</p>
<b>Week 11</b>	<ul style="list-style-type: none"> <li>• The Renal and Urologic Systems <ul style="list-style-type: none"> <li>○ Structure and Function of the Renal and Urologic Systems</li> <li>○ Alteration of Renal and Urinary Tract Function</li> <li>○ Alteration of Renal and Urinary Tract Function in Children</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Clinical Scenario</li> <li>• Pre/Post Lecture Quizzes</li> </ul> <p>Reading: Rogers, Unit XI</p>
<b>Week 12</b>	<ul style="list-style-type: none"> <li>• The Digestive System <ul style="list-style-type: none"> <li>○ Structure and Function of the Digestive System</li> <li>○ Alterations in Digestive Function</li> <li>○ Alterations in Digestive Function in Children</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Clinical Scenario</li> <li>• Pre/Post Lecture Quizzes</li> </ul> <p>Reading: Rogers, Unit XII</p>

<b>Week 13</b>	<ul style="list-style-type: none"> <li>• The Musculoskeletal System <ul style="list-style-type: none"> <li>○ Structure and Function of the Musculoskeletal System</li> <li>○ Alterations of Musculoskeletal Function</li> <li>○ Alterations of Musculoskeletal Function in Children</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Clinical Scenario</li> <li>• Pre/Post Lecture Quizzes</li> </ul> <p>Reading: Rogers, Unit XIII</p>
<b>Week 14</b>	<p>Group Evidence-Based Case / Disease Patho / Treatment Presentations</p> <ul style="list-style-type: none"> <li>• The Integumentary System <ul style="list-style-type: none"> <li>○ Structure, Function and Disorders of the Integument</li> <li>○ Alterations of the Integument in Children</li> </ul> </li> </ul>	<p>Group Evidence-Based Case / Disease Patho / Treatment Paper</p> <ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Clinical Scenario</li> <li>• Pre/Post Lecture Quizzes</li> </ul> <p>Reading: Rogers, Unit XIV</p>
<b>Week 15</b>	<p>Embryological / Developmental Presentations</p> <ul style="list-style-type: none"> <li>• Multiple Interacting Systems <ul style="list-style-type: none"> <li>○ Shock, Multiple Organ Dysfunction Syndrome, and Burns in Adults</li> <li>○ Shock, Multiple Organ Dysfunction Syndrome, and Burns in Children</li> </ul> </li> </ul>	<p>Embryological / Developmental Paper</p> <ul style="list-style-type: none"> <li>• Discussion Board</li> <li>• Clinical Scenario</li> <li>• Pre/Post Lecture Quizzes</li> </ul> <p>Reading: Rogers, Unit XV</p>
<b>Week 16</b>	<p><b>Final Exam</b> <b>HESI Exam</b></p>	<p><b>*Turn in ALL outstanding/late assignments</b></p> <p><b>End-of-course Evaluation</b></p>