

New Course Proposal Checklist

Submission Date: 10-29-21
 Department: Nursing
 Course Title: NUR210-Pathophysiology
 Prepared by: Carol Velas
 Department Chair: Carol Velas

X if standards are met	Required Information	Questions/Comments
x	Cover page that includes the department's endorsement	
x	A brief rationale for proposing a new course	
x	Course description for the catalogue	
x	Prerequisites	
x	Course Credit Units	
x	Modified catalog requirements showing new course placement in each major track and minor (if appropriate)	
x	Syllabus that follows the guidelines for syllabus preparation	
x	Course Learning Outcomes (CLOs) aligned with the departmental PLOs and listed in a syllabus	
	Frequency of offering: Check the appropriate box:	
	- every semester	
	- once a year (F or S)	
	- once every other year	
	- Mayterm only	
x	- other (specify) Each Fall and Spring Semester	
	Resources application: Check the appropriate box:	
x	- staffing requirements (adjunct)	
x	- IT resources	
	- other resources such as equipment, space, lab resources	
	<i>Attached Letter /Email from Provost if resources are required</i>	
	Library resources : <i>Attached Letter/Email from the Library Director or Associate Library Director if resources are required</i>	
NUR210	Requested Course number: Final determination by the Registrar upon consultation with the Department Chair	

Carol A. Velas

10/26/21

Department Chair (signature)

Date

WESTMONT



To: Academic Senate

From: Department of Nursing-ABSN Program

Subject: Proposal for new course, NUR210-Pathophysiology

Date: October 25, 2021

The Accelerated Bachelor of Science in Nursing program is a new program at Westmont College. This is a second bachelor degree program with an accelerated prelicensure nursing curriculum. The program is 4 semesters of 16 weeks each. Nursing courses include concurrent theory and clinical courses.

New course

NUR210- Pathophysiology is a 3-unit course placed in the first semester. This is a course in a series of prelicensure nursing courses to prepare the nursing student for the safe, patient-centered and family-supported, compassionate care in a variety of healthcare settings.

We are proposing this course so students will have the knowledge of normal and abnormal pathophysiology in patients as they continue through the nursing courses. This course builds on the Health Assessment course, further discussing the nurse's role and responsibility in the assessment of patients experiencing pathophysiologic alterations. The course introduces concepts, principles, and responses related to pathophysiologic processes that result in disease. Clinical manifestations of disease processes are discussed including pharmacologic treatment.

The attached syllabus enumerates the Course Learning Outcomes including mapping to the Program Learning Outcomes.

The course will be offered two times per year in the Fall and Spring. Because this is a new course and a new program it will require new staff and IT resources.

This course is part of the required curriculum for the Bachelor of Science in Nursing Program. The placement of this course in the curriculum is permanent in the first semester.

Westmont catalog course description

Pathophysiology introduces the student to pathophysiology and disruptions in the normal body functioning in individuals across the life span. Objective and subjective manifestations of common health problems resulting from the environmental, genetic,

and stress-related maladaptations are assessed and analyzed. Assessment findings, diagnostic testing, and interventions for specific health problems are discussed. Pharmacologic treatments for specific health problems are explored.



NUR210 Pathophysiology

2022

NUR210 Pathophysiology

3 units of theory

Pre-requisites: Acceptance into ABSN program

Placement in curriculum: Prelicensure requirement

Time: Tuesday, 9:00-12:00

Room: Classroom 1

Course Faculty: Kelly Ferguson MSN, RN

Faculty office: TBD

Faculty email: TBD

Faculty phone: TBD

Faculty office hours: TBD

I. Important Information

This is a course in a series of prelicensure nursing courses to prepare the nursing student for the safe, patient-centered and family-supported, compassionate care in a variety of healthcare settings. The best way to be prepared for your lecture and clinical experience is to maintain a healthy mental, physical, and spiritual life. Come to class after a good night's sleep, eat nutritious food, and stay current with reading assignments. For your clinical experience, come with excitement and understand you will continue to learn in the clinical setting and apply the concepts and skills you are learning in class. To help with your success in this course and program, it is not suggested you work more than 20 hours per week if you have to work.

Westmont catalogue course description

Pathophysiology introduces the student to pathophysiology and disruptions in the normal body functioning in individuals across the life span. Objective and subjective manifestations of common health problems resulting from the environmental, genetic, and stress-related maladaptations are assessed and analyzed. Assessment findings, diagnostic testing, and interventions for specific health problems are discussed. Pharmacologic treatments for specific health problems are explored.

ABSN Program Mission

Prepares faithful servant leaders to provide patient-centered and family supported safe, compassionate care for diverse populations and communities across the lifespan and in all health care settings.

AACN Baccalaureate Essentials (2018)

The Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. A specialized/professional accrediting agency, CCNE strives to promote the quality and integrity of baccalaureate and graduate nursing programs. Following are the nine baccalaureate essentials used as the framework for the current curriculum. In 2021 the

Essentials were revised and will be integrated into the curriculum over the next three years.

- I Liberal Education for Baccalaureate Generalist Nursing Practice
- II Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- III Scholarship for Evidence-Based Practice
- IV Information Management and Application of Patient Care Technology
- V Healthcare Policy, Finance, and Regulatory Environments
- VI Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- VII Clinical Prevention and Population Health
- VIII Professionalism and Professional Values
- IX Baccalaureate Generalist Nursing Practice

AACN Essentials (revised 2021)

The Essentials: Core Competencies for Professional Nursing Education provides a framework for preparing individuals as members of the discipline of nursing, reflecting expectations across the trajectory of nursing education and applied experience. The *Essentials* introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain. The competencies accompanying each domain are designed to be applicable across four spheres of care (disease prevention/promotion of health and wellbeing, chronic disease care, regenerative or restorative care, and hospice/palliative/supportive care), across the lifespan, and with diverse patient populations.

Domains for Nursing

Domains are broad distinguishable areas of competence that, when considered in the aggregate, constitute a descriptive framework for the practice of nursing.

The Ten Domains:

- Domain 1-Knowledge for Nursing Practice
 - Domain 2-Person-centered Care
 - Domain 3-Population Health
 - Domain 4-Scholarship for Nursing Practice
 - Domain 5-Quality and Safety
 - Domain 6-Interprofessional Partnerships
 - Domain 7-Systems-based Practice
 - Domain 8-Information and Healthcare Technology
 - Domain 9-Professionalism
 - Domain 10-Personal, Professional, Leadership Development
- (The Essentials: Core Competencies for Professional Nursing Education, 2021)

Program Learning Outcomes (PLO)

1. Exhibit Christian character and servant leadership while providing compassionate care for a diverse population in communities across state, national, and global settings.

2. Evidence-based best practices, critical thinking, and clinical reasoning, inform clinical judgement for the provision of patient-centered, safe, quality care.
3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.
4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.
5. Continue inquisitive learning by using the Electronic Medical Record and Informatics to meet quality metrics in a variety of healthcare and geographic settings.
6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally.

Course Learning Outcomes (CLO)

1. Apply principles of normal anatomy and physiology of human body systems to the pathophysiologic processes of common health problems.
2. Identify concepts, principles, and responses related to pathophysiologic processes that result in disease.
3. Discuss clinical manifestations of selected disease processes and health problems.
4. Examine appropriate pharmacologic treatment of specific diseases.
5. Discuss the nurse’s role and responsibility for assessment of individuals experiencing health problems that result in pathophysiologic alterations.

PLO and CLO Alignment Table

Program Learning Outcomes	Course Learning Outcomes
1. Exhibit Christian character and servant leadership while providing compassionate care for a diverse population in communities across state, national, and global settings.	N/A
2. Evidence-based best practices, critical thinking, and clinical reasoning, inform clinical judgement for the provision of patient-centered, safe, quality care.	2. Identify concepts, principles, and responses related to pathophysiologic processes that result in disease. Discuss clinical manifestations of selected disease processes and health problems. 4. Examine appropriate pharmacologic treatment of specific diseases.
3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.	N/A
4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered	N/A

care.	
5. Continue inquisitive learning by using the Electronic Medical Record and Informatics to meet quality metrics in a variety of healthcare and geographic settings.	N/A
6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally.	N/A

Required Textbooks

Title	Author	Publisher	ISBN#
Porth's Essentials of Pathophysiology (5 th ed.)	Tommie L. Norris	Lippincott	9-781975107192
Nursing Diagnosis textbook of your choice (can be a bundled application on smart phone)			
Nursing Drug textbook of your choice (can be a bundled application on smart phone)			
Publication Manual of the American Psychological Association (7 th ed.)	American Psychological Association	American Psychological Association	978-143383216

Suggested Resources

1. Articles
2. Westmont College Library and online databases (EBSCO, ProQuest, ERIC, CINALH)

Assessment of CLOs (Assignments, quizzes, exams)

The assessments used in this course to measure your learning and meeting the content objectives and course learning outcomes will include class participation, quizzes, exams using NCLEX style questions, and a signature assessment (comprehensive assessment).

Course Learning Outcomes	Instructional activity	Assessment
1. Apply principles of normal anatomy and physiology of human body systems to the pathophysiologic processes of common health problems.	Lecture, class discussion, shared experiences, and scaffolding case studies	Assignments, quizzes, exams, and group presentations

<p>2. Identify concepts, principles, and responses related to pathophysiologic processes that result in disease.</p> <p>3. Discuss clinical manifestations of selected disease processes and health problems.</p> <p>4. Examine appropriate pharmacologic treatment of specific diseases using the nursing process.</p> <p>5. Discuss the nurse's role and responsibility for assessment of individuals experiencing health problems that result in pathophysiologic alterations.</p>		
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Class participation = P/NC
 Weekly quizzes x 10pts each = pts
 Exams 4 x 100pts each = 400pts Final exam is comprehensive
Signature Assignment 100pts = 100pts
 Total = 650pts

*Student must have 75% in course to progress

II. Course Policies

Grading

Grade points per unit of credit are assigned on the following scale:

- A 4 grade points
- A- 3.7 grade points
- B+ 3.3 grade points
- B 3.0 grade points
- B- 2.7 grade points
- C+ 2.3 grade points
- C 2.0 grade points
- C- 1.7 grade points
- D+ 1.3 grade points
- D 1.0 grade points
- D- 0.7 grade points
- P (At least D-) No grade points assigned. Not computed in the grade point average.
- F 0 grade points
- NC (F) No grade points assigned. Not computed in the grade point average. W No grade points assigned. Not computed in grade point average.

WF No grade points assigned. Not computed in grade point average.

WP No grade points assigned. Not computed in grade point average.

WX No grade points assigned. Not computed in grade point average.

Westmont does not compute the units and grades students earned at other colleges in its grade average. (Exception: Courses and grades taken as part of a Westmont off-campus program are posted on the Westmont transcript and will be calculated in the Westmont GPA.)

Apart from the exceptions identified below, all courses at Westmont are graded using a letter scale (A, B, C, D, F).

Instructor Initiated Exceptions:

1. For pedagogical reasons, an instructor may elect to use P/NC grade reporting in any class not approved for GE credit. It is assumed that the same grade-reporting system will be applied to the entire class.
2. With the approval of the General Education Committee, P/NC grade reporting may be used in appropriate, GE-approved courses.
3. When P/NC grade reporting is used, the syllabus must reflect this fact. In addition, departments are encouraged to include a notice in the catalog that the course may use P/NC grading.

Office of Disability Services

Students who have been diagnosed with a disability are strongly encouraged to contact the Office of Disability Services as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Office of Disability Services. These accommodations may be necessary to ensure your equal access to this course.

Please contact Sheri Noble, Director of Disability Services. (310A Voskuyl Library, 565-6186, snoble@westmont.edu) or visit the website for more information:

<http://www.westmont.edu/offices/disability>

Dress Code

Comfortable, non-binding clothing

Academic Integrity

When students join our college community, they are expected, as apprentice scholars, to search for truth with integrity and accuracy. This quest requires humility about our abilities, respect for the ideas of others, and originality in our thinking. Since Westmont is a Christian community, the integrity of our scholarship is rooted in the integrity of our faith. We seek to be followers of Christ in the classroom, in the library, and at the privacy of our computers. Violations of academic integrity are a serious breach of trust within the Westmont community because they violate the regard for truth essential to genuine learning and Christian consistency. Such deception also hurts those students who do their work with integrity. Violations of Academic Integrity may consist of cheating (the use of unauthorized sources of information on an examination or other

assignment), falsification (misrepresentation of facts in any academic project or obligation) or plagiarism (the use of someone else's words or ideas without giving proper credit). Faculty and students should operate in an environment of mutual trust and respect. Faculty will expect students to act in ways consistent with academic integrity. However, for both scholarly and spiritual reasons, cheating, falsification, plagiarism and all other violations of academic integrity will not be tolerated in the Westmont community. Please familiarize yourself with [the entire Westmont College Academic Integrity Policy](#). This document defines different violations of academic integrity and their consequences. It also contains very helpful information on strategies to recognize violations of academic integrity before they occur. Dishonesty in the clinical setting, will not be tolerated and students will be removed followed by program suspension or termination.

Technology in the Classroom

Laptops, tablets, and smart phones can be used in the classroom with the permission of the faculty. The use of smart phones in the clinical setting will depend on each clinical setting's rules. Smart phones in the clinical setting can be used for clinical related resources (drug book, Tabers, calculation, etc.). Recording lectures is also at the discretion of the faculty and permission must be granted.

Emergencies

In the event that an emergency occurs during instruction, it is important to be familiar with the practices in place for the classroom. Please review the document at <https://integready.app.box.com/AnticipatingInClass> and direct any questions or concerns to the Office of Institutional Resilience.

III. Weekly course schedule

***Subject to change at any time, you will be notified of any changes**

Week	Content Objectives	Reading	Activities and assignments	Outcome Measurement
1/2	Introduction to course			
3	Cell function, disorders of integrative function 1. Discuss the function of the Genome Project in understanding the pathophysiology of body systems. 2. Recognize the importance of genetics in heredity of conditions and disease processes.	Ch. 4, 5, 6, 7, 8	Online activity: Discover and explore the Genome Project Class discussion: Genetic research on the SARS-Covid-2 Corona Virus	

	<p>3. Explain how cell construction and destruction contribute to neoplasm.</p> <p>4. Evaluate how stress affects normal homeostasis.</p> <p>5. Analyze how fluid imbalance affects multiple body systems.</p>			
4	<p>Infection, inflammation, Immunity</p> <p>1. Discuss the inflammatory cycle and events that result from it.</p> <p>2. Explain the role of cytokines.</p> <p>3. Discuss the bodies reaction to infection versus inflammation and in some cases both.</p> <p>4. Differentiate innate immunity from adaptive immunity.</p> <p>5. Demonstrate your understanding of what immunosuppressed means to a person during the Covid pandemic.</p>	Ch. 9, 10, 11, 12, 52	Class discussion: What body systems can a simple infection impact?	
5	<p>Vison, hearing, Musculoskeletal function</p> <p>1. Discuss the disorders associate with vision and hearing and how they may affect the elderly population.</p> <p>2. Discuss conditions with the middle/inner ear and how they affect activities of daily living.</p> <p>3. Recognize the function of the musculoskeletal system.</p> <p>4. Examine the effects of bone disease on overall health.</p> <p>5. Compare and contrast osteo and rheumatoid arthritis.</p>	Ch. 19, 20, 48, 49, 50,	Small group discussion: Share your experiences with vertigo, mineirs disease and other conditions of the middle/inner ear. Report the signs and symptoms to the class.	Exam 1 (weeks 3-4 content)
6	<p>Neural function</p> <p>1. Explain the importance of a healthy neural system.</p> <p>2. Discuss how neural function impacts motor function.</p> <p>3. Distinguish the different types of seizure disorders.</p> <p>4. Evaluate the importance of sleep and sleep patterns.</p> <p>5. Diagram the brain and discuss the main function.</p>	Ch. 13, 14, 15, 16, 17, 18	Form groups of 4 for the group project.	

	<p>6. Discover conditions of the brain that impact thought and emotions.</p> <p>7. Discuss the sympathetic and parasympathetic nervous system in regards to pain.</p>			
7	<p>GI</p> <p>1. Describe the structure and function of the gastrointestinal system.</p> <p>2. Differentiate between a gastric and duodenal ulcer.</p> <p>3. Explain the importance of nutritional absorption.</p> <p>4. Diagram the GI system from the mouth to the anus and identify the common sites of cancers.</p> <p>5. Evaluate the function of the liver to multiple body systems.</p> <p>6. Discover common eating disorders that impact nutrition and normal body functioning.</p>	Ch. 36, 37, 38, 39		Exam 2 (weeks 5-6 content)
8	<p>GU</p> <p>1. Describe the structure and function of the genitourinary system.</p> <p>2. Distinguish between acute and chronic renal failure.</p> <p>3. Compare and contrast male and female bladder and ureters including common conditions associated with each.</p> <p>4. Identify and discuss sexually transmitted diseases including the increase in chlamydia in middle and high school children.</p> <p>5. Describe the changes in the male reproductive system that occur with aging.</p> <p>6. Recognize the hormone influence in the female reproductive system through pregnancy and lactation.</p>	Ch. 33, 34, 35, 43, 45, 46		
9	<p>Cardiac function</p> <p>1. Describe the structure and function of the cardiac system.</p> <p>2. Discuss the connection to the pulmonary system and how it benefits all body systems.</p> <p>3. Diagram the conduction and blood flow through the heart.</p>	Ch. 25, 26, 27, 28	Group presentations (2)	Exam 3 (weeks 7-8 content)

	<p>4. Compare and contrast normo, hypo, and hypertensive conditions.</p> <p>5. Evaluate the various cardiac rhythms and their etiology.</p> <p>6. Analyze the changes in cardiac function with aging.</p> <p>7. Describe the damage the cardiac muscle endures with oxygen insufficiency.</p>			
10	<p>Pulmonary function</p> <p>1. Describe the structure and function of the pulmonary system and its relationship with the cardiac system.</p> <p>2. Discuss disorders in the pulmonary system caused by bacteria.</p> <p>3. Distinguish between different types of pneumonia.</p> <p>4. Explain the importance of ventilation and gas exchange in relation to normal homeostasis.</p> <p>5. Examine the body's compensatory mechanisms with acid/base imbalance occurs.</p>	Ch 29, 30, 31	Group presentations (2)	
11	<p>Endocrine</p> <p>1. Examine the function of the endocrine system in normal homeostasis.</p> <p>2. Discuss common disorders of the endocrine system.</p> <p>3. Differentiate between type I, type II, gestational, and diabetes insipidus.</p> <p>4. Characterize the synthesis, transport and regulation of thyroid hormone.</p> <p>5. Describe the role of the hypothalamus in regulating pituitary control of endocrine function.</p>	Ch. 39, 40, 41	Group presentations (2)	
12	Final Exam Review after Exam 4			Exam 4 (week 9-10-11 content)
13	Comprehensive Final Exam			
14	Course Wrap UP			

Group presentation instructions: Develop a presentation format with a minimum of 10 slides excluding the introductory slide and reference slide.

1. Choose a disease process

2. There should be an introduction to the topic including the etiology, incidence and prevalence, how it affects the body as a whole and as a system or systems.
3. Create a game for the class to play or
4. Create an activity that will engage the class and get them moving.
5. Provide 5 minutes after activity to answer questions.
6. All group member must participate **equally**.

Group Presentation Grading Rubric

Criteria	Levels of achievement				Assigned points
	25 pts	20 pts	15pts	10pts	
Introduction of Disease topic, why it was chosen	Provides a clear and comprehensive discussion of the topic chosen and why it was chosen	Well-developed discussion of the topic and reason for choosing it	Introduces topic with basic information but omits reason for choosing the topic	Disorganized thoughts and material. Unable to ascertain understanding of assignment.	/25
Describes the etiology, incidence and prevalence and body systems affected.	Provides a comprehensive discussion of the disease etiology, incidence and prevalence of the disease and how it affects the normal homeostasis or individual or multiple body systems.	Well-developed information about the disease etiology, incidence and prevalence of the disease and how it affects the normal homeostasis or individual or multiple	Brief discussion on the disease, but omits incidence and prevalence and how the disease affects homeostasis	Disorganized thoughts and material. Unable to ascertain understanding of assignment.	/25

		body system but lacks depth of discussion or relevance of disease to homeostasis.			
Provides classmate engagement through coordinated activity. Able to answer questions posed.	All group members participate in the presentation and class activity. Classmates are very engaged in activity. Presenters able to answer questions.	Most group members participate in presentation and class activity. Classmates engaged. Most questions answered from questions posed.	One main presenter, other members participated in class activity. Classmates not engaged as a whole. Some questions answered from questions posed.	Disorganized presentation, classmates not engaged in activity.	/25
APA format (Introduction, body, conclusion, correct running head and cover slide, uses headers for organization, proper grammar and spelling). Resources used: within 5 years, scholarly peer reviewed journals	APA correctly used throughout presentation. Citations and references are formatted correctly, resources are within 5 years, and from peer reviewed journals.	Generally acceptable but some minor mistakes. 50% citations and references are formatted correctly, resources are within 5 years and from peer reviewed journals.	Multiple mistakes in APA format. 50% citations and references are formatted correctly, resources, however not within 5 years or from peer reviewed journals.	APA format is not used correctly or at all. Citations and references are formatted incorrectly, many resources are outdated and not from peer reviewed journals.	/25

