

# The University of Texas at Tyler School of Nursing

## NURS 3303 Pathophysiology of Acute Care Fall 2016

**Tyler: Section 3303.001 and 3303.002**  
**Instructor: Lee Johnson, MSN, RN**  
**Office: BRB 2050**  
**Phone: (903)565-5951**  
**Email: [ljohnson@uttyler.edu](mailto:ljohnson@uttyler.edu)**

**Palestine: Section 3303.070**  
**Instructor: Julie George, MSN, RN**  
**Office: Palestine Campus: PAL 118**  
**Phone: (903) 727-2313**  
**Email: [jgeorge@uttyler.edu](mailto:jgeorge@uttyler.edu)**

**Longview Section: 3303.090**  
**Instructor: Theresa Steele, MSN, RN**  
**Office: Longview Campus – LUC 225**  
**Phone: (903) 663-8225**  
**Email: [tsteele@uttyler.edu](mailto:tsteele@uttyler.edu)**

\*\* The content of this syllabus and course WEB site is subject to change at the discretion of the faculty leaders according to current learning needs.

## **COURSE TITLE**

NURS 3303: Pathophysiology of Acute Care

## **SEMESTER CREDIT HOURS**

Three (3) hours didactic

## **Class Day/ Times Fall 2016:**

Tyler:

Section 001 Thursday 0800 -1045 BRB 1025

Section 002 Thursday 1100 – 1345 BRB 1025

Longview:

Section 090 Tuesday 1300 – 1545 (hybrid class)

Palestine:

Section 070 Wednesday 0900 – 1145 (hybrid class)

## **PREREQUISITES**

Successful completion of Anatomy and Physiology 1 & 2, Microbiology, and Chemistry is required. These courses must be taken  $\geq 1$  semester prior to admission to the College of Nursing program. They may be taken concurrently with NURS 3205: Nursing Concepts and Theories.

## **COURSE DESCRIPTION**

This course focuses on the etiology, symptomatology and pathology of selected human diseases across the lifespan. Concepts of health promotion, disease prevention, disease progression, and treatment are approached from a cellular and multi-system perspective. Influences of genetic, ethnic, and cultural variables on human diseases is analyzed. Content aims at stimulating critical thinking.

## **COURSE OBJECTIVES**

Upon successful completion of the course, students will have demonstrated the ability to:

1. Integrate knowledge from the biological sciences into the study of the pathophysiology of human diseases.
2. Compare the pathologic origins of selected disease processes at the cellular and systemic levels.
3. Correlate the effects of internal and external environmental risk factors with disease development and progression.
4. Discuss the influence of genetic, ethnic and cultural factors on health promotion and disease prevention, progression and treatment.
5. Explain the effects of compensatory body mechanisms in response to major alterations in physiology.
6. Relate diagnostic test findings to both objective and subjective disease symptoms.
7. Employ select nursing and biomedical research studies in the application of pathophysiologic principles to nursing practice.
9. Discuss the impact of the current body of knowledge in pathophysiology on evidence-based nursing practice

**REQUIRED MATERIALS**

**SYLLABUS: NURS 3303: Pathophysiology of Acute Care; Fall 2016** — also located in Blackboard under Course Information  
**Course Schedules:** located in Blackboard under Course Information

**REQUIRED TEXTBOOK:**

Van Meter, K. and Hubert, R, R. (2014) Gould’s Pathophysiology for the Health Professions (5<sup>th</sup> ed.). Elsevier Saunders. ISBN 9781455754113.

**RECOMMENDED TEXTBOOK:**

VanMeter, K. and Hubert, R, R. (2014) **Study Guide** for Gould’s Pathophysiology for the Health Professions (5<sup>th</sup> ed.). Elsevier Saunders. ISBN 978-0323240864


**Course Schedules:**

Course schedules are posted for each campus in the course blackboard site. Schedules may vary by campus and/or teaching methods and include due dates for assignments, exams, and quizzes. Students are accountable for following the schedule and compliance with submission dates.

**NURS 3303.001 and 3303.002 TYLER Campus  
 Pathophysiology Fall 2016**

**\*All quizzes open at 0800 THURSDAY and close at 1700 the following Wednesday**

Week #	Thursday Class day	Module/Title	Chapters	Weekly Quizzes/Exams/Assignments
1	9/1	Module 1: Course Orientation, Cellular Biology and Changes, Fluid/Electrolytes & Acid-Base	1,2	** watch video on cellular biology and changes – this content will NOT be covered in class <b>Quiz 1</b> Opens 9/1, close 9/7 Interactive activity (2) Module 1
2	9/8	Module 2: Inflammation & Healing, Infection	5,6	<b>Quiz 2</b> Opens 9/08, closes 9/14 Interactive activity Module 2
3	9/15	<b>EXAM 1</b> Module 3: Genetic Disorders (on line)	21	<b>EXAM 1 – 9/15</b> <b>Lecture: watch video posted in blackboard – no class after exam (no interactive activity)</b>
4	9/22	Module 4: Immune and Abnormal Responses	7	<b>Quiz 3</b> Opens 9/22, closes 9/28 Interactive activity Module 4
5	9/29	Module 5: Neoplasms, Blood and Lymph Disorders	20,10 & 11	<b>Quiz 4</b> Opens 9/29, closes 10/5 Interactive activity Module 5
6	10/6	<b>EXAM 2</b> Module 6: Renal/ Urinary Disorders	18	<b>EXAM 2 – 10/6</b> <b>Lecture after exam - Renal</b> Interactive activity Module 6
7	10/13	Module 7: Cardiovascular Disorders (flow and pump disorders)	12	<b>Quiz 5</b> Opens 10/13, closes 10/19

8	10/20	Module 8: Cardiovascular Disorders (pump and shock)	12	<b>Quiz 6</b> Opens 10/20 , closes 10/26 Interactive activity Module 7
9	10/27	Module 9: Reproductive, Skin Disorders (includes burns)	19, 8 & 5	<b>Quiz 7</b> Opens 10/27, closes 11/2 Interactive activity Module 9
10	11/3	<b>EXAM 3</b> Module 10: Musculoskeletal Disorders	9	<b>EXAM 3 – 11/3</b> <b>Lecture: watch video posted in blackboard – no class after exam</b> Interactive activity Module 10
11	11/10	Module 11 Acute Neurological Disorders, Pain Module 12: Chronic Neurologic Disorders	14, 4	<b>Quiz 8</b> Opens 11/10, closes 11/16 (covers module 10,11,12) Interactive activity Module 11 &12
12	11/17	Module 13: Respiratory Disorders	13	<b>Quiz 9</b> Opens 11/17, closes 11/25 Interactive activity Module 13
	11/21-11/26	 <b>HAPPY THANKSGIVING! NO CLASS</b>		
13	12/1	<b>EXAM 4</b> Module 14: Endocrine Disorders	16	<b>EXAM 4 – 12/1 – morning group at 0800, second group at 1:00 PM (class at 9:30)</b> <b>Quiz 10</b> , opens 12/1, closes 12/7 Interactive activities Module 14
14	12/8	Module 15: Gastrointestinal and Accessory Organ Function	17	<b>Quiz 11</b> , opens 12/08, closes 12/11 Interactive activities Module 15
15	12/12	<b>FINAL EXAM – MONDAY 12/12</b>		<b>DECEMBER 12 – first group at 1:15, second group at 3:30</b>

**Important Dates:**

**October 31 – LAST Day to withdraw from class with a “W” on your transcript**

**November 21 – 26 – Thanksgiving Holidays –NO CLASS this week**

**Exam Content/Dates:**

Exam 1 – September 15 – Content: Cell biology, cellular changes, fluid and electrolytes, acid –base, inflammation, healing and infection

Exam 2 – October 6 – Content: Immune disorders, genetics, neoplasms, blood and lymph

Exam 3 – November 3 – Content: Renal, cardiovascular, reproductive and skin

Exam 4 – December 1 – Content: Acute and chronic neurological disorders, pain, respiratory, musculoskeletal

**Final Exam – December 12 - 25% endocrine and gastrointestinal, 75% comprehensive**

## **CLASS PREPARATION/BLACKBOARD INFORMATION**

All lecture outlines with supplementary material are organized under the Module sidebar buttons in Blackboard. Bring lecture notes and any supplemental material to class and be prepared for discussion. Be aware that as one topic is completed, discussion on the next topic may begin.

Read assigned chapters and view video lectures BEFORE class to be prepared to understand the additional information presented during lecture and to participate fully in classroom activities. Quizzes, Interactive Activities and participation activities are located under the appropriate Modules. Exam blueprints are posted under the Course Document tab. Students are responsible for completion of assignments on the due dates noted on the course calendar.

### **Hybrid Module Instructions:**

On all campuses, specific content modules are on line (see course calendars). UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course content. Lecture videos are optimally viewed in high definition.

- **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files. <http://get.adobe.com/reader/>
- **Java Runtime Environment (JRE)** allows you to use interactive tools on the web. <http://www.java.com/en/download/>
- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. <http://get.adobe.com/flashplayer/>
- **QuickTime** allows users to play back audio and video files. <http://www.apple.com/quicktime/download/>

### **General Policies**

These policies apply to all students of the university. Students should access and review these policies at: <http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf>

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### **Student Accessibility and Resources**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to [cstaples@uttyler.edu](mailto:cstaples@uttyler.edu)

The SAR office is located in the University Center, Room 3150 or call (903) 566-7079. In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the SAR counselor. **Students should inquire about accommodations before the first exam.**

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### **UT Tyler a Tobacco-Free University**

All forms of tobacco **will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler.** This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit

[www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) **on or before the Census Date of the semester in which the course will be repeated.** (For Fall, the Census Date is Sept. 12.)

Grade Replacement Contracts are available in the Enrollment Services Center or at

<http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### ***Social Security and FERPA Statement***

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### ***Emergency Exits and Evacuation***

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### ***Student Standards of Academic Conduct***

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

"Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

"Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

“Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard. UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- UT Counseling Center (903-566-7254)

### **Student Affirmation, Social Media Policy—Documentation of Compliance**

All students are required to read and sign the Student Affirmation, Audio-Video Recording Agreement, and Social Media Policy statement found in the NURS 3303. Failure to submit signed forms will result in an “Incomplete” grade for the course.

### **GRADING POLICIES**

1. **The simple average of the exam grades before weighted calculation is performed, must be 75% (C) or above to pass the course.** Grades will not be rounded when calculating the average (74.5 -74.9 is not rounded to 75). Students with an exam average of 75 or higher will have final course grades calculated based on the weighted calculation of the exams, quizzes and other required course work.
2. Completion of NURS 3303 is based on satisfactory attainment of meeting the course objectives. Any student failing to meet the course objectives and expectations must repeat the course.
3. Students with an exam grade average of 75% or higher will have the final course grade calculated using the weighted values of all graded work. **Students who do not attain an exam grade average of 75% will not receive credit for other graded course work and the final grade will be based on the simple average of the course exams.**
4. The weighted values of course work are as follows:

#### Grade Calculation

4 classroom exams—17% each	68%
Final Exam	17%
Check for Understanding Quizzes	10%
Interactive/Participation Activities	<u>5%</u>
	100%

Grades will be assigned according to the following scale in accordance with UTT School of Nursing Policy:

A	90 -100
B	80-89
C	<b>75-79</b>
D	60-74
F	60 and below



(Approved Faculty Organization: Fall 1999, implemented Spring 2000)

5. On-line quizzes will be posted on Blackboard as indicated on the Course Schedule. Each quiz will be worth 100 points. **Quizzes will open and close in accordance with the course schedule (see course schedule).** Failure to complete the quiz within this time frame will result in 0 points for that quiz. It is recommended that the student take the quizzes on campus or on a laptop to avoid technical difficulties. The UTT IT department recommends using Firefox for Blackboard. . Class notes and textbooks may be used for the weekly on-line quizzes. Quiz grades will be calculated into the course final grade only after a simple average of 75% is attained on classroom exams.
6. Participation - class participation assignments will be posted on Blackboard with due dates and/or time in which that subject will be discussed. Late submissions will **not** be accepted. Participation and assignment grades will be calculated in to the course final grade only after a simple average of 75% is attained on course exams.

### **EXAMINATION AND EXAMINATION REVIEW POLICY**

1. Attendance for exams is **mandatory**.
2. If absence for an exam is necessary, the student is responsible for notifying the faculty **prior** to the exam with an acceptable reason.
3. No students will be allowed entry into the classroom after the exam has started unless prior notification and arrangements have been made with the faculty.
4. **ALL exams** will be administered using ExamSoft software in the UTT School of Nursing Computer Lab on each campus. Students should be seated at the computer 10" prior to the exam start time.
5. Students will be able to review exam responses, the correct response and rationale immediately after completing the exam in ExamSoft.
6. All hats/caps must be removed during exam time. All personal items such as purses, books, backpacks, notebooks and briefcases and electronic watches will be left in the front or back of the room during testing. **Cell phones must be turned off.** Cell phones will be left in backpacks or purses at the back of the classroom.
7. Silence will be enforced in the classroom before and during testing. No one will be permitted to leave the room during the testing time.
8. Make-up exams will only be given at the discretion of the faculty member and may be in a different format than the original exam.

**Failure to notify the course faculty of the need to take the exam on an alternate date prior to the time that the exam begins will result in a grade of 0 for that particular exam. Tests must be scheduled with faculty on the specific campus. Arrangements will be made on an individual basis for completion of exam requirements.**

9. Students are allowed to review the correct response to exam items answered incorrectly immediately upon completion of the exam using ExamSoft. An individual exam review with faculty may be scheduled with faculty during office hours and **within 10 school days** from the entry of grades. After this timeframe, exams are no longer available.
10. No review of exam content will be conducted during class. Discussion of content covered on the exam may be reviewed with the class at the discretion of the faculty. Absolutely NO recording, writing or replication of an exam is allowed.

11. Students who **score below 75 on an exam** are encouraged to schedule a coaching appointment with the faculty member on that campus within **1 week after grades are posted** and are encouraged to meet with NURS 3303 tutors in the Testing Center

### Testing Policy

Test integrity is a very important part of the nursing program to assess student knowledge, retention and preparation for the NCLEX and practice. Excessive student absences on test days threaten test integrity. The following process for course examinations will be followed within each nursing course.

1. Students who miss two or more exams will be required to provide a written statement from their physician. (Students with significant extenuating circumstances are encouraged to communicate with the course faculty member at least 24 business hours before the exam.)
2. Make up exam dates and times are at the discretion of the faculty.
3. Students are responsible for monitoring and acknowledging email from faculty regarding makeup date, time and location details. (I didn't see the email is not an excuse.)
4. If a student does not show up for a make-up exam on the designated date and time, the student will receive a zero on the exam
5. Longview will have **three make up exam dates**: Friday September 30, Friday October 28, December 2.
6. Tyler make up exams will be scheduled depending on availability of the computer lab and faculty schedule.
7. **If a student does NOT show up for a makeup exam on the designated date and time, the student will receive a zero on the exam.**

### EXPECTATIONS OF STUDENTS IN NURS 3303

1. Understanding of anatomy and physiology is presumed. If a student requires review of basic anatomy and physiology, independent reading is expected. Study guides will focus on terms and anatomy and physiology of the system under study.
2. Students are expected to have read assigned materials prior to class time and prepared for interactive discussion based on the learning objectives.
3. Participation in classroom learning activities will focus on application of concepts presented in the required reading.
4. Students are responsible for all course assignments and content, including announcements posted in Blackboard.
5. Lecture outlines will be posted on Blackboard under "Course Materials" a minimum of two (2) working days prior to class. The majority of the outlines will be available at the beginning of the semester; print these materials at the semester's onset and keep in a notebook for class.
6. All submitted written material (papers, assignments, examinations, etc.) are the property of the School of Nursing. They will be maintained in an archived file at the School of Nursing for 1 term after the course grade is assigned

### ACADEMIC INTEGRITY

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework and examinations.

2. Students are advised to review the UT Tyler Academic Dishonesty Policy and Academic Integrity Policy in the current School of Nursing Student Handbook and Academic Integrity Policy for UT Tyler students in the Student Guide. These policies are fully endorsed and enforced by the faculty members within the School of Nursing.
3. Plagiarism, cheating and collusion are unacceptable, and, if found violating any of these standards, the student will be disciplined accordingly.
4. The School of Nursing reserves the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the *Regent's Rules*.

**Student Dress Code for the University of Texas, College of Nursing:**

**General:** It is the philosophy of the School of Nursing that the student has a responsibility to be neatly groomed and modestly dressed. Appearances should promote good health, safety and general well-being of the student. Clothing should avoid brevity and/or design that are offensive to the dignity and rights of others. School officials have the right and responsibility to counsel with the student or take any other corrective action. Types of clothing (other than those specified in this document) may be worn at the direction of the nursing instructor for special events.

**Classroom:** Casual or every day business wear is recommended. This includes but is not limited to the following: Slacks or skirt; sweater, blouse, and shirt. Jeans as well as conservative shorts (mid-thigh or longer) may be worn, but avoid overly frayed or soiled. Shoes must be worn. See items to be avoided below.

**Professional Presentations, Ceremonies/ Graduation:** Business or dressy day social: suit, dress, dressy separates, jacket, ties, nice fabrics. Dress shoes. Avoid denim, jeans, t-shirt or other casual clothes. For workshops/seminars attended by students, business attire will be worn.

**Items to be avoided in all School-related Functions (including but not limited to):** Overly frayed, worn or soiled garments. Costume look, transparent blouses, bare midriff shirts, tank tops, spaghetti straps, muscle shirts, overtly sexual, gang colors or logos, facial or body piercing, obscene slogans or pictures, bedroom wear, short-shorts, short skirts, or clothing that may be offensive to others.

If the dress code rules are broken and a change of clothes is not available, the student may be removed from the school-related function for the remainder of the day. **Appropriate disciplinary action will be taken for repeated violations of this code.**

**Module Objectives:**

**\*\* Follow the Course Schedule for quiz and assignment due dates**

**Cell Biology Review**

<b>Module 1 Objectives</b>	<b>Outline</b>	<b>Preparation and Evaluation</b>
1. Describe the cellular components and the functions of each.	1. Cell function a. all cells b. specialized 2. Cell Components	<b>READ:</b> VanMeter, Chapter 1

<ol style="list-style-type: none"> <li>2. Discuss the functions of the cell membrane.</li> <li>3. Explain how cells communicate.</li> <li>4. Explain how tissues are formed.</li> <li>5. Identify types of tissue and state examples of each.</li> </ol>	<ol style="list-style-type: none"> <li>a. structures</li> <li>b. functions</li> <li>3. Cell Membrane             <ol style="list-style-type: none"> <li>a. control</li> <li>b. communication</li> <li>c. conductivity</li> </ol> </li> <li>4. Tissues and Organs             <ol style="list-style-type: none"> <li>a. epithelial</li> <li>b. connective</li> <li>c. muscular</li> <li>d. nerve</li> </ol> </li> </ol>	<p>Evaluation: Exam 1</p>
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### Cellular Adaptation

Module 1 Objectives	Outline	Preparation and Evaluation
<ol style="list-style-type: none"> <li>1. Describe common cellular adaptations and possible reasons for the occurrence of each.</li> <li>2. Identify precancerous cellular changes.</li> <li>3. List the common causes of cell damage</li> <li>4. Describe the common types of cell necrosis and possible outcomes</li> <li>5. Differentiate between apoptosis and necrosis.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cell Adaptation             <ol style="list-style-type: none"> <li>a. healthy</li> <li>b. pathologic</li> </ol> </li> <li>2. Cell Damage Mechanisms             <ol style="list-style-type: none"> <li>a. hypoxia</li> <li>b. free radicals</li> <li>c. physical injury</li> </ol> </li> <li>3. Necrosis             <ol style="list-style-type: none"> <li>a. liquification</li> <li>b. coagulative</li> <li>c. caseous</li> <li>d. infarction</li> <li>e. gangrene</li> </ol> </li> <li>4. Apoptosis and aging</li> </ol>	<p><b>READ:</b> VanMeter, Chapter 1</p> <p>Evaluation: Quiz 1 Exam 1</p>

### Fluid, Electrolyte and Acid Base Balance

Module 1 Objectives	Outline	Preparation and Evaluation
<ol style="list-style-type: none"> <li>1. Explain the movement of water between body compartments.</li> <li>2. Describe the mechanism of edema.</li> <li>3. Discuss the causes and effects of dehydration</li> <li>4. Compare and contrast the causes, signs and symptoms of hyponatremia and hypernatremia.</li> <li>5. Compare and contrast the causes, signs and symptoms of hypokalemia and hyperkalemia.</li> <li>6. Compare and contrast the causes, signs and symptoms of hypocalcemia and hypercalcemia.</li> </ol>	<ol style="list-style-type: none"> <li>1. Body Water             <ol style="list-style-type: none"> <li>a. compartments</li> <li>b. movement                 <ol style="list-style-type: none"> <li>1. mechanisms</li> <li>2. controls</li> </ol> </li> <li>c. Edema                 <ol style="list-style-type: none"> <li>1. mechanism</li> <li>2. consequences</li> </ol> </li> <li>d. Dehydration                 <ol style="list-style-type: none"> <li>1. mechanism</li> <li>2. consequences</li> </ol> </li> </ol> </li> <li>2. Electrolytes             <ol style="list-style-type: none"> <li>a. Sodium                 <ol style="list-style-type: none"> <li>1. function</li> <li>2. hyponatremia</li> <li>3. hypernatremia</li> </ol> </li> </ol> </li> </ol>	<p><b>READ:</b> VanMeter, Chapter 2</p> <p><b>Evaluation:</b> Quiz 1 Exam 1</p>

<ol style="list-style-type: none"> <li>7. Describe the relationship of phosphorus to calcium.</li> <li>8. Describe the compensatory mechanism of acid-base homeostasis.</li> <li>9. Explain the effects of the primary types of alterations of acid-base balance on body function.</li> </ol>	<ol style="list-style-type: none"> <li>b. Potassium             <ol style="list-style-type: none"> <li>1. function</li> <li>2. hypokalemia</li> <li>3. hyperkalemia</li> </ol> </li> <li>c. Calcium             <ol style="list-style-type: none"> <li>1. function</li> <li>2. hypocalcemia</li> <li>3. hypercalcemia</li> </ol> </li> <li>d. Phosphorus             <ol style="list-style-type: none"> <li>1. function</li> <li>2. relationship with calcium</li> </ol> </li> </ol> <ol style="list-style-type: none"> <li>3. Acid- Base Balance             <ol style="list-style-type: none"> <li>a. compensatory mechanisms</li> <li>b. acidosis                 <ol style="list-style-type: none"> <li>1. respiratory</li> <li>2. metabolic</li> </ol> </li> <li>c. alkalosis                 <ol style="list-style-type: none"> <li>1. respiratory</li> <li>2. metabolic</li> </ol> </li> <li>d. compensation</li> </ol> </li> </ol>	
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### Inflammation, Healing and Infection

Module 2 Objectives	Outline	Preparation and Evaluation
<ol style="list-style-type: none"> <li>1. Explain the role of normal defenses in preventing disease.</li> <li>2. Describe the chemical and cellular responses to injury.</li> <li>3. Discuss normal capillary exchange and this exchange during the inflammatory response.</li> <li>4. Describe the local and systemic effects of inflammation.</li> <li>5. Describe the types of healing and complications of each.</li> </ol>	<ol style="list-style-type: none"> <li>1. Normal Defenses</li> <li>2. Inflammatory Process             <ol style="list-style-type: none"> <li>a. Chemical mediators</li> <li>b. Cellular responses</li> <li>c. Capillary responses</li> <li>d. Signs and Symptoms                 <ol style="list-style-type: none"> <li>1. local</li> <li>2. systemic</li> </ol> </li> </ol> </li> <li>3. Healing             <ol style="list-style-type: none"> <li>a. Types</li> <li>b. Process</li> <li>c. Scar tissue                 <ol style="list-style-type: none"> <li>1. function</li> <li>2. complications</li> </ol> </li> </ol> </li> <li>4. Infection</li> </ol>	<p><b>READ:</b> VanMeter, Chapter 5, 6</p> <p><b>Assignment:</b> Quiz 2</p> <p><b>Evaluation:</b> <b>Exam 1</b></p>

### Congenital and Genetic Disorders

Module 3 Objectives	Outline	Preparation and Evaluation
<ol style="list-style-type: none"> <li>1. Describe the interrelationships of DNA, RNA and proteins.</li> <li>2. Discuss prediction of inheritance.</li> <li>3. Describe and cite examples of chromosomal disorders.</li> </ol>	<ol style="list-style-type: none"> <li>1) Genetic Building Blocks             <ol style="list-style-type: none"> <li>a) DNA</li> <li>b) Chromosomes</li> <li>c) Genes</li> </ol> </li> <li>2) Principles of predication             <ol style="list-style-type: none"> <li>a) Autosomal dominant</li> </ol> </li> </ol>	<p><b>READ:</b> VanMeter, Chapter 21</p>

<p>4. Describe and cite examples of single-gene disorders.</p> <p>5. Discuss the Human Genome Project and possible impacts on health care.</p>	<p>b) Autosomal recessive</p> <p>c) X- linked</p> <p>3) Chromosomal abnormality</p> <p>a) Down's syndrome</p> <p>4) Gene abnormality</p> <p>a) Duchenne's Muscular Dystrophy</p> <p>5) Human Genome Project</p>	<p><b>Evaluation Module 1-2</b></p> <p><b>Exam 1</b></p>
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**Immune and Abnormal Responses**

<b>Module 4 Objectives</b>	<b>Outline</b>	<b>Preparation and Evaluation</b>
<p>1. Describe the normal immune response.</p> <p>2. Differentiate between cell mediated and humoral responses.</p> <p>3. Explain the methods of acquiring immunity.</p> <p>4. Describe the mechanisms of the four types of hypersensitivity</p> <p>5. Reactions and give examples of each.</p> <p>6. Discuss the mechanism of autoimmune disorders.</p> <p>7. Explain the causes and effects of immunodeficiency.</p> <p>8. Describe the course, effect and complications of HIV –AIDS.</p>	<p>1. Immune Response</p> <p>a. Cell mediated</p> <p>b. Humoral</p> <p>2. Immunity</p> <p>a. Acquisition</p> <p>b. Types</p> <p>1. I – hay fever</p> <p>2. II – Blood incompatibility</p> <p>3. III – Autoimmune Disorders</p> <p>4. IV – transplant rejection</p> <p>3. Immunodeficiency</p> <p>a. Causes</p> <p>b. Effects</p> <p>c. HIV- AIDS</p> <p>1. course</p> <p>2. effects</p> <p>3. complications</p>	<p><b>READ:</b></p> <p>VanMeter, Chapter 7</p> <p><b>Evaluation:</b></p> <p>Quiz 3</p> <p>Exam 2</p>

**Neoplasms**

<b>Module 5 Objectives</b>	<b>Outline</b>	<b>Preparation and Evaluation</b>
<p>1. Define “cancer” in terms of abnormal tissue growth, cell types of origin and benign vs. malignant tumor properties.</p> <p>2. Explain the methods of staging and grading tumors.</p> <p>3. Identify viral, bacterial and environmental risk factors for cancer.</p> <p>4. Review the clinical manifestations of cancer.</p>	<p>1) Cancer characteristics</p> <p>a) Cell abnormalities</p> <p>b) Tumor properties</p> <p>i) Benign</p> <p>ii) Metastatic</p> <p>2) Categorizing Cancers</p> <p>a) staging</p> <p>b) grading</p> <p>c) prognosis</p> <p>3) Risk Factors</p> <p>a) Viral</p> <p>b) Bacterial</p> <p>c) Environmental</p> <p>4) Clinical Manifestations</p>	<p><b>READ:</b></p> <p>VanMeter, Chapter 20</p> <p><b>Evaluation:</b></p> <p>Quiz 4</p> <p>Exam 2</p>

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### Blood and Lymphatic Disorders

Module 5 Objectives	Outline	Preparation and Evaluation
<ol style="list-style-type: none"> <li>1. Define anemia and describe the manifestations of anemia and the pathophysiology that generates them.</li> <li>2. Compare and contrast the pathophysiology underlying iron deficiency, pernicious, and folate deficiency anemias.</li> <li>3. Differentiate the leukemias by manifestations, treatment options, and prognosis.</li> <li>4. Identify the causes of thrombocytopenia and its signs and symptoms related to its pathophysiology.</li> <li>5. Discuss the conditions that predispose and individual to the development of thrombi.</li> </ol>	<ol style="list-style-type: none"> <li>1) Blood Characteristics                             <ol style="list-style-type: none"> <li>a) Red blood cells</li> <li>b) White blood cells</li> <li>c) Platelets</li> <li>d) plasma</li> </ol> </li> <li>2) Problems of red blood cells                             <ol style="list-style-type: none"> <li>a) Iron deficiency anemia</li> <li>b) Pernicious anemia</li> <li>c) Sickle Cell anemia</li> </ol> </li> <li>3) Problems of white blood cells                             <ol style="list-style-type: none"> <li>a) leukemia</li> </ol> </li> <li>4) Problems with platelets                             <ol style="list-style-type: none"> <li>a) Thrombocytopenia</li> </ol> </li> </ol>	<p><b>READ:</b> VanMeter, Chapter 10, 11</p> <p><b>Evaluation:</b> Quiz 4 Exam 2</p>

### Renal/Urinary Disorders

Module 6 Objectives	Outline	Preparation and Evaluation
<ol style="list-style-type: none"> <li>1. Describe the pathophysiology, symptoms and treatments for urinary tract obstructions.</li> <li>2. Review causes, types and treatments of urinary tract infections.</li> <li>3. Discuss types and causes of nephritis</li> <li>4. Explain the pathophysiology, causes, symptoms and treatment for acute and chronic renal failure.</li> <li>5. Discuss the role of the kidney in red blood cell production and control of blood pressure.</li> </ol>	<ol style="list-style-type: none"> <li>1) Inflammatory Problems                             <ol style="list-style-type: none"> <li>a) Kidney                                     <ol style="list-style-type: none"> <li>i) nephritis</li> </ol> </li> <li>b) bladder                                     <ol style="list-style-type: none"> <li>i) UTI</li> </ol> </li> </ol> </li> <li>2) Blockage of system                             <ol style="list-style-type: none"> <li>a) calculi</li> <li>b) Benign Prostatic Hypertrophy</li> <li>c) Prostatic cancer</li> </ol> </li> <li>3) Failure                             <ol style="list-style-type: none"> <li>a) bacterial</li> <li>b) viral</li> </ol> </li> <li>4) Other functions                             <ol style="list-style-type: none"> <li>a) hematopoiesis</li> <li><b>b) blood pressure</b></li> </ol> </li> </ol>	<p><b>READ:</b> VanMeter, Chapter 18</p> <p><b>Evaluation</b> Quiz 4 Exam 2</p>

### Cardiovascular Disorders

Module 7 & 8 Objectives	Outline	Preparation and Evaluation
<ol style="list-style-type: none"> <li>1. Describe the principles that govern blood flow and pump function.</li> </ol>	<ol style="list-style-type: none"> <li>1) Alterations of flow                             <ol style="list-style-type: none"> <li>a) Principles</li> <li>b) Atherosclerosis</li> </ol> </li> </ol>	<p><b>Read Chapter 12</b></p>

<ol style="list-style-type: none"> <li>2. Discuss the factors influencing the systemic blood pressure and blood flow.</li> <li>3. Identify the risk factors for atherosclerosis and discuss the progression of atherosclerotic heart disease from risk factor identification through the complications of acute myocardial infarction.</li> <li>4. Discuss the physiologic effects of hypertension.</li> <li>5. Describe venous flow disturbances and potential complications.</li> <li>6. Discuss the factors that determine effective heart pumping functions, including dysrhythmias and structural defects.</li> <li>7. Compare left and right heart failure, including causation, manifestations, treatment, and complications.</li> <li>8. Identify and describe the pathophysiologic effects of shock.</li> </ol>	<ol style="list-style-type: none"> <li>c) Ischemia vs. infarction</li> <li>d) Aneurysm</li> <li>e) Hypertension</li> <li>f) Venous flow             <ol style="list-style-type: none"> <li>i) Varicose Veins</li> <li>ii) Deep Vein Thrombosis</li> </ol> </li> <li>2) Alterations in Pump             <ol style="list-style-type: none"> <li>a) principles</li> <li>b) impulse conduction</li> <li>c) structural defects                 <ol style="list-style-type: none"> <li>i) valves</li> <li>ii) congenital defects</li> </ol> </li> <li>d) pump failure                 <ol style="list-style-type: none"> <li>i) left sided</li> <li>ii) right sided</li> </ol> </li> <li>e) cardiomyopathy</li> <li>f) restriction</li> </ol> </li> <li>3) Shock             <ol style="list-style-type: none"> <li>a) processes</li> <li>b) origins                 <ol style="list-style-type: none"> <li>i) cardiogenic</li> <li>ii) hypovolemic</li> <li>iii) neurogenic</li> <li>iv) septic</li> </ol> </li> </ol> </li> </ol>	<p><b>Evaluation:</b> Quiz 5 &amp; 6 Exam 2</p>
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### Reproductive Disorders

Module 9 Objectives	Outline	Preparation and Evaluation
<ol style="list-style-type: none"> <li>1. Explain the function of the female and male reproductive systems.</li> <li>2. Discuss the causes and effects of pelvic inflammatory disease and endometriosis.</li> <li>3. Compare and contrast the primary cancers of women: ovarian, cervical and breast.</li> <li>4. Review the differences between benign prostatic hypertrophy and prostate cancer as it relates to male reproductive function.</li> <li>5. Compare and contrast common sexually transmitted diseases.</li> </ol>	<ol style="list-style-type: none"> <li>1) Female Reproductive Problems             <ol style="list-style-type: none"> <li>a) Pelvic Inflammatory Disease</li> <li>b) endometriosis</li> <li>c) Cancers                 <ol style="list-style-type: none"> <li>i) Cervical</li> <li>ii) ovarian</li> <li>iii) breast</li> </ol> </li> </ol> </li> <li>2) Male Reproductive Problems             <ol style="list-style-type: none"> <li>a) Benign Prostatic Hypertrophy</li> <li>b) Prostatic cancer</li> </ol> </li> <li>3) Sexually Transmitted Diseases             <ol style="list-style-type: none"> <li>a) bacterial</li> <li>b) viral</li> </ol> </li> </ol>	<p><b>READ:</b> VanMeter, Chapter 19</p> <p><b>Assignment:</b> Quiz 7 Exam</p>

### Skin Disorders

Module 9 Objectives	Outline	Preparation and Evaluation
<ol style="list-style-type: none"> <li>1. Describe common skin lesions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Anatomy of Skin             <ol style="list-style-type: none"> <li>a. Structure</li> </ol> </li> </ol>	<p><b>READ:</b></p>



<ol style="list-style-type: none"> <li>2. Discuss conditions of inflammation of the skin.</li> <li>3. Compare and contrast skin cancers.</li> <li>4. Discuss the pathologic results of a thermal injury.</li> </ol>	<ol style="list-style-type: none"> <li>b. Function</li> <li>2. Inflammation             <ol style="list-style-type: none"> <li>a. Processes and Effects</li> <li>b. Common lesions</li> </ol> </li> <li>3. Cancers             <ol style="list-style-type: none"> <li>a. Causes and effects</li> <li>b. Conditions                 <ol style="list-style-type: none"> <li>1. Basal cell</li> <li>2. Squamous Cell</li> <li>3. Melanoma</li> </ol> </li> </ol> </li> <li>4. Thermal Injuries             <ol style="list-style-type: none"> <li>a. Causes</li> <li>b. Degree                 <ol style="list-style-type: none"> <li>1. Partial Thickness</li> <li>2. Deep Partial Thickness</li> <li>3. Full Thickness</li> </ol> </li> <li>c. Effects                 <ol style="list-style-type: none"> <li>1. Shock</li> <li>2. Pain</li> <li>3. Infection</li> </ol> </li> </ol> </li> </ol>	<p>VanMeter Chapter 8, and pp, 79-85 (Burns)</p>
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### Musculoskeletal Disorders

Module 10 Objectives	Outline	Preparation and Evaluation
<ol style="list-style-type: none"> <li>1. Describe the structure and function of bones and muscles, including interaction of systems.</li> <li>2. Describe the process of bone fractures and healing.</li> <li>3. Discuss degenerative conditions of the bone and joints.</li> </ol>	<ol style="list-style-type: none"> <li>1) Structure and Function             <ol style="list-style-type: none"> <li>a) Bones</li> <li>b) Joints</li> <li>c) Muscles</li> </ol> </li> <li>2) Bones and Joints             <ol style="list-style-type: none"> <li>a) Fractures</li> <li>b) Degenerative Bones and Joints                 <ol style="list-style-type: none"> <li>i) Osteoporosis</li> <li>ii) Osteoarthritis</li> <li>iii) Rheumatoid Arthritis</li> <li>iv) Gout</li> </ol> </li> </ol> </li> <li>3) Muscles             <ol style="list-style-type: none"> <li>a) Fibromyalgia</li> </ol> </li> </ol>	<p><b>READ:</b> VanMeter, Chapter 9</p> <p><b>Assignment:</b> <b>Quiz 8</b></p>

### Acute Neurological Disorders

Module 11 Objectives	Outline	Preparation and Evaluation
<ol style="list-style-type: none"> <li>1. Discuss causes and outcomes of increased intracranial pressure, including causes.</li> </ol>	<ol style="list-style-type: none"> <li>1) Increased Intracranial Pressure             <ol style="list-style-type: none"> <li>a) causes                 <ol style="list-style-type: none"> <li>i) brain trauma</li> <li>ii) space occupying lesions</li> <li>iii) hemorrhage</li> </ol> </li> </ol> </li> </ol>	<p><b>READ:</b> VanMeter, Chapter 14</p> <p><b>Evaluation Module 6-9</b></p>

<p>2. Explain causes and outcomes of alterations in cranial blood flow focusing on ischemic events.</p> <p>3. Discuss clinical symptoms of spinal cord injuries including differentiation, loss of function and levels of disability.</p>	<p>iv) edema</p> <p>b) compensatory mechanisms</p> <p>c) manifestations of ICP</p> <p>i) early</p> <p>ii) late</p> <p>2) Cranial blood flow</p> <p>a) Cerebral Vascular Accident</p> <p>3) Spinal Cord Injuries</p> <p>a) partial</p> <p>b) transaction</p> <p>c) neurogenic shock</p>	<p><b>Exam 3</b></p>
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**Chronic Neurological Disorders**

<b>Module 12 Objectives</b>	<b>Outline</b>	<b>Preparation and Evaluation</b>
<p>1. Discuss causes and outcomes of seizure disorders.</p> <p>2. Explain causes and outcomes of dementias.</p> <p>3. Discuss causes and outcomes of chronic degenerative neuromuscular conditions.</p>	<p>1) Seizure Disorders</p> <p>a) Risk Factors</p> <p>b) Neurologic alterations</p> <p>c) Characteristics</p> <p>2) Dementias</p> <p>a) Neurologic manifestations</p> <p>b) Phases</p> <p>i) Early</p> <p>ii) late</p> <p>3) Chronic Neuromuscular Disorders</p> <p>a) Neurotransmitters</p> <p>i) Parkinson's</p> <p>b) Nerve degeneration</p> <p>i) Multiple Sclerosis</p>	<p><b>READ:</b> VanMeter, Chapter 14</p> <p><b>Assignment</b> Quiz 8</p>

**Pain**

<b>Module 12 Objectives</b>	<b>Outline</b>	<b>Preparation and Evaluation</b>
<p>1. Explore concepts of pain perception, modulation and clinical manifestations.</p>	<p>1) Pain</p> <p>a) transmission</p> <p>i) reflex arcs</p> <p>ii) sensory tracts</p> <p>b) Interpretation</p> <p>2) manifestations</p>	<p><b>READ:</b> VanMeter, Chapter 4</p>

**Respiratory Disorders**

<b>Module13 Objectives</b>	<b>Outline</b>	<b>Preparation and Evaluation</b>
<p>1. Explain the mechanics and controls of ventilation.</p> <p>2. Discuss the pathological processes of inflammation and how it effects air movement in the lungs.</p>	<p>1. Controls</p> <p>a. Thoracic mechanics</p> <p>b. Chemical controls</p> <p>2. Inflammation</p> <p>a. Processes and Effects</p> <p>b. Conditions</p> <p>1. Asthma</p>	<p><b>READ:</b> VanMeter, Chapter 13</p> <p><b>Assignment:</b> Quiz 9</p>

<ol style="list-style-type: none"> <li>3. Describe the mechanical changes of lung or chest trauma that interfere with air movement.</li> <li>4. Discuss the pathological processes that precipitate a change in gas exchange in the lung.</li> <li>5. Describe the pathological mechanisms and effects of changes in pulmonary blood flow.</li> </ol>	<ol style="list-style-type: none"> <li>2. Pneumonia</li> <li>3. Tuberculosis</li> <li>4. Lung Cancer</li> <li>3. Mechanical Alterations             <ol style="list-style-type: none"> <li>a. Causes and effects</li> <li>b. Conditions                 <ol style="list-style-type: none"> <li>1. Pneumothorax</li> <li>2. Chest wall trauma</li> </ol> </li> </ol> </li> <li>4. Gas Exchange Alterations             <ol style="list-style-type: none"> <li>a. Causes and Effects</li> <li>b. Conditions                 <ol style="list-style-type: none"> <li>1. Cystic Fibrosis</li> <li>2. Chronic Bronchitis</li> <li>3. Emphysema</li> <li>4. Pulmonary Edema</li> </ol> </li> </ol> </li> <li>5. Blood Flow Alterations             <ol style="list-style-type: none"> <li>a. Causes and effects</li> <li>b. Conditions                 <ol style="list-style-type: none"> <li>1. Pulmonary Embolus</li> <li>2. Pulmonary Hypertension</li> </ol> </li> </ol> </li> </ol>	
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**Endocrine Disorders**

Module 14 Objectives	Outline	Preparation and Evaluation
<ol style="list-style-type: none"> <li>1. Discuss the regulation of hormone secretion by positive and negative feedback loops.</li> <li>2. Compare and contrast Type 1 and Type 2 diabetes mellitus.</li> <li>3. Describe the degenerative complications of diabetes mellitus.</li> <li>4. Describe the condition of alterations in ADH on body function.</li> <li>5. Discuss the effects of thyroid hormone and effects of alterations on the metabolism.</li> <li>6. Discuss the role of corticosteroids in body function and changes when levels are altered.</li> <li>7. Discuss the functions of aldosterone on body functions.</li> </ol>	<ol style="list-style-type: none"> <li>4) Hormonal control             <ol style="list-style-type: none"> <li>a) Feedback loops</li> <li>b) Target cell receptors</li> </ol> </li> <li>5) Pancreas - Insulin             <ol style="list-style-type: none"> <li>a) Diabetes Mellitus, type 1</li> <li>b) Diabetes Mellitus, type 2</li> <li>c) Complications</li> </ol> </li> <li>6) Pituitary – Antidiuretic Hormone             <ol style="list-style-type: none"> <li>a) SIADH</li> <li>b) Diabetes Insipidus</li> </ol> </li> <li>7) Thyroid – thyroxine             <ol style="list-style-type: none"> <li>a) Hyperthyroid (Graves)</li> <li>b) Hypothyroid (Myxedema)</li> </ol> </li> <li>8) Adrenal -             <ol style="list-style-type: none"> <li>a) Corticosteroids                 <ol style="list-style-type: none"> <li>i) Too much</li> <li>ii) Too Little</li> </ol> </li> <li>b) Aldosterone                 <ol style="list-style-type: none"> <li>i) Too much</li> <li>ii) Too little</li> </ol> </li> </ol> </li> </ol>	<p><b>READ:</b> Gould, Chapter 16</p> <p><b>Evaluation Module 10-14</b> Exam 4</p>

**Digestive System Disorders**

Module 15 Objectives	Outline	Preparation and Evaluation
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<ol style="list-style-type: none"><li>1. Describe the physiologic alterations that occur in relation to infectious processes that cause gastroenteritis, hepatitis and pancreatitis.</li><li>2. Identify the consequences of obstruction at various sites in the GI tract.</li><li>3. Describe the causes, manifestations, treatments, outcomes, and complications of gastritis including ulcer disease and reflux problems.</li><li>4. Describe inflammatory bowel diseases-- ulcerative colitis and Crohn's disease—and diverticular disease.</li><li>5. Discuss the similarities and differences between acute and chronic pancreatitis.</li><li>6. Discuss the pathophysiologic alterations that occur with liver failure.</li></ol>	<ol style="list-style-type: none"><li>1) Conditions of Upper Gastrointestinal System<ol style="list-style-type: none"><li>a) Gastroesophageal Reflux (GERD)</li><li>b) Peptic Ulcer Disease (PUD)</li><li>c) Gastroenteritis<ol style="list-style-type: none"><li>(a) Bacterial</li><li>(b) viral</li></ol></li></ol></li><li>2) Conditions of Lower Gastrointestinal System<ol style="list-style-type: none"><li>a) Inflammatory Bowel Disease</li><li>b) Diverticulosis</li><li>c) Bowel Obstruction</li></ol></li><li>3) Conditions of Accessory Organs<ol style="list-style-type: none"><li>a) Liver<ol style="list-style-type: none"><li>i) Hepatitis</li><li>ii) Cirrhosis</li><li>iii) Failure</li></ol></li><li>b) Pancreatitis</li><li>c) Cholecystitis</li></ol></li></ol>	<p><b>READ:</b> VanMeter, Chapter 17</p> <p><b>Assignment:</b> Quiz 10</p>
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### Student Affirmation Form

\_\_\_\_\_ I agree to protect the privacy of faculty, peers, patients, and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients or their family members that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. In addition, I agree not to inappropriately disclose confidential information about any agency or institution that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. I will adhere to HIPAA guidelines.

\_\_\_\_\_ I have/will read the syllabus of this nursing course I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average on exams must be 75 or higher in order to attain a passing grade for the course.

\_\_\_\_\_ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses, the Texas Nurse Practice Act and UTT's Student Academic Dishonesty Policy.

\_\_\_\_\_ I will maintain and uphold the academic integrity policy of the College of Nursing and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

\_\_\_\_\_ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment in the College of Nursing

\_\_\_\_\_ I will not accept or access any unauthorized information related to any exam administered during my enrollment in the College of Nursing.

\_\_\_\_\_ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class rolls.

\_\_\_\_\_ I will not allow any other student access to any of my paperwork for the purpose of copying.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Student Name

\_\_\_\_\_  
NURS 3303  
Course

**APPROVED:**  
**University of Texas System-Spring 1996**  
**Faculty Organization-Spring 1996**  
**Revised: May 2004, Summer 2005**

### **Social Networking Policy**

Online social networking mediums, such as Facebook® and MySpace®, etc. may be effective modalities for students to connect in positive ways. However, students must be aware of, and, sensitive to, the information and pictures they post (of themselves and others).

The **purpose** of this policy is to outline the privacy and confidentiality issues related to students' postings to ensure safeguarding of The University of Texas at Tyler (U.T. Tyler), College of Nursing's identity, integrity and overall reputation, in an effort to prevent violations of confidentiality and privacy.

**Social Networking** (definition) – Any activity that involves interaction with other individuals/users in an online environment, *i.e.*, Facebook®, Twitter®, MySpace®, Flickr®, Friendstar®, Classmates.com®, LinkedIn®, Xanga®, Bebo®, etc. ([http://en.wikipedia.org/wiki/List\\_of\\_social\\_networking\\_websites](http://en.wikipedia.org/wiki/List_of_social_networking_websites)). In addition, the use of other electronic devices to record pictures, images, and other information or data that may be stored, reviewed, or shared with others either immediately or at a future date are considered social networking.

For purposes of this policy, this interaction includes, but is not limited to, browsing other users' profiles/personalized web pages, browsing other users' photos, reading messages sent through social networking forums, and engaging in online messaging services, such as instant messaging or email that is in any way related to U.T. Tyler or the College of Nursing or activities conducted while in attendance at the University. The following provides guidance as to what type of behavior is inappropriate relative to online social networking. These guidelines are not all inclusive; rather, they are intended to be used as a foundation for sound decision making.

Students are encouraged to refer to the following which was prepared by the National Council of State Boards of Nursing (NCSBN): *Professional Boundaries: A Nurse's Guide to the Importance of Professional Boundaries*, located at: [https://www.ncsbn.org/Professional\\_Boundaries\\_2007\\_Web.pdf](https://www.ncsbn.org/Professional_Boundaries_2007_Web.pdf)

## Confidentiality and Privacy

### Violations of confidentiality include but are not limited to:

1. Photocopying patient documents, removing patient documents from the clinical site, and postings of patient information on Internet social networking sites (Facebook®, MySpace®, Twitter®, YouTube®, etc.) as well as online blogs and journals.
2. Contacting patients/patients' family members through a social networking system.
3. Photographing in any clinical setting. Taking and/or posting any picture taken within a clinical facility without written permission of the facility or patient (even if the patient's identity is not disclosed) is a breach of the *Health Insurance Portability and Accountability Act* (HIPPA).
4. Discussing/posting any patient information related to the clinical facility one is assigned on Internet social networking sites or in a public place.
5. Social networking, texting, email, and other recreational computer use is prohibited during class or clinical time.
6. Using U.T. Tyler, College of Nursing's name, logo, or other information in one's personal social networking profile. Pictures of oneself should not be posted wearing U.T. Tyler nursing attire. Social networking mediums, blogs, Twitter® and Internet/electronic mail, all are considered public domain.

Failure to comply with the above guidelines will result in disciplinary action which can include dismissal from the program. Any student found in violation of the above mentioned policies and/or any policies related to conduct unbecoming a University of Texas at Tyler student, is subject to procedural disciplinary action as outlined in the U.T. Tyler Manual of Policies and Procedures for Student Affairs: Specifically Sec 8-801 and 8-804: <http://www2.uttyler.edu/mopp/documents/MOPPChapter8StudentConductandDiscipline-updated011411.pdf>

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Printed Name

\_\_\_\_\_  
NURS 3303  
Course Number

### AUDIO/VIDEO-RECORDING AGREEMENT

I have been given permission to audio record the following class, **NURS 3303**.

I understand that, the recordings are for **my personal studies only**. I realize that lectures recorded **may not be shared** with other people without the written consent of the faculty member. I also understand that recorded lectures may not be used in any way against the faculty member, other lecturer, or students whose classroom comments are recorded as part of the class activity.

I am aware that the information contained in the recorded lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer. I agree to abide by these guidelines with regard to any lectures I record while enrolled as a student at The University of Texas at Tyler.

Due to the confidential nature of some course content, I agree to provide written documentation of the erasure of any recordings made during the current semester. Failure to return this written documentation to the faculty by the date of the final examination will result in a grade of "I" (Incomplete).

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Title of Witness

If a student records a course they must and sign and agree to the terms of this policy