UNIVERSITY OF FLORIDA COLLEGE OF NURSING COURSE SYLLABUS

Spring 2022

# COURSE NUMBER NGR 6140

COURSE TITLE Physiology and Pathophysiology for Advanced Nursing Practice

# CREDITS 4

PLACEMENT Variable

PREREQUISITES None

COREQUISITES None

# FACULTY

Kara Jones-Schubart, DNP, FNP-BC, APRN, RN Clinical Assistant Professor

Office: HPNP 2217

Offfice Phone: (352) 273-6011

Office Hours: Monday 12-2pm and by appointment

Email: kjonesschubart@ufl.edu

\*Faculty are generally available to meet with students (in the office or virtually) as listed above. Due to professional travel and other unavoidable obligations, faculty may not be present every week without notice. It advisable that students confirm availability or make an appointment in advance.

# COURSE DECRIPTION

This course provides an advanced understanding of concepts in human physiology and pathophysiology as a foundation for the advanced nursing practice role. Concepts related to biological sciences including cell biology, tumor biology, immunology, genetics, and pathology will be presented. The focus of this course is on principles, theories, and current research related to physiological and pathophysiological system alterations across the lifespan.

# COURSE OBJECTIVES

Upon completion of this course the student will be able to:

1. Integrate knowledge from the physical, biological, and social sciences to understand human physiological functioning across the lifespan.
2. Analyze the relationship between normal physiological processes and pathophysiological process across the lifespan.
3. Explain the etiology, at-risk populations, and pathogenesis, morphology, and clinical and diagnostic manifestations of selected acute and chronic disease states.
4. Apply self-learning principles in the advanced practice role in integrating current research-based findings to understand etiology, pathogenesis and morphological alterations of selected acute and chronic disease states.
5. Relate underlying physiological and/or pathophysiological alterations to health assessment findings.

# COURSE SCHEDULE

Faculty Section Day/Time

Schubart 1H91 Web-based

E-Learning in Canvas is the course management system that students will use for this course. E- Learning in Canvas is accessed by using your Gatorlink account name and password at [http://elearning.ufl.edu/.](http://elearning.ufl.edu/) There are several tutorials and student help links on the E-Learning login site. If students have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu.

It is important that studentsregularly check Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications. Course websites are generally made available on the Friday before the first day of classes. This is a challenging and content heavy course with a strong clinical focus. Course success requires adequate time for reading, studying, reviewing course materials, and listening to the lectures.

# TECHNOLOGY

The College of Nursing utilizes Proctor U, a live proctoring service, for major examinations in graduate web-based online courses to ensure a secure testing environment. See Canvas for more information on Proctor U and how to create an account.

* Each student’s computer must contain a web cam, microphone, and speakers.
* CON IT Support Office will oversee this process and provide technical assistance

This course utilizes APEA MyQBank to reinforce course content through practice certification-style questions. Students will receive information about a subscription to MyQBank and account set-up via email. User accounts for MyQBank must not match the GatorLink ID and all password creations must match UF standards including: nine or more characters with three or more of the following; upper case, lower case, numbers, and special characters.

# TOPICAL OUTLINE

1. Concepts in developmental physiology
2. Physiological concepts in:
	1. Cellular Biology
	2. Immunology
	3. Genetics
	4. Tumor Biology
	5. Endocrinology
	6. Reproductive Function
	7. Neurology
	8. Hematology
	9. Dermatology
	10. Respiratory Function
	11. Cardiovascular Function
	12. Gastrointestinal Function
	13. Renal Function
	14. Musculoskeletal Function
3. Etiology, at-risk populations, pathogenesis, and morphology of selected acute and chronic disease states
4. Physiological and pathological alterations underlying clinical and diagnostic manifestations of selected acute and chronic disease states

# TEACHING METHODS

Online lectures, textbook, written materials, case studies, selected reading, and electronic/online

resources.

# LEARNING ACTIVITIES

Readings, practice certification-style questions, case study presentations, quizzes, and examinations.

# EVALUATION METHODS/COURSE GRADE CALCULATION

Examinations and written assignments are submitted electronically. No hard copy submissions are accepted.

EXAMS: Three (3) objective exams will be proctored via ProctorU. Exams will be non-cumulative and will include material presented during lecture and assigned readings. Textbook readings provide major support for information presented in lecture. The exams will be held on scheduled dates during limited scheduled times (See Course Schedule).

QBANK QUESTIONS/QUIZZES: ASSIGNMENTS: Weekly assignments will include either faculty created quizzes or MyQBank questions. MyQBank is an educational product that provides access to certification-style questions (along with rationales) to reinforce course content and increase exposure to certification-style testing.

Weekly quizzes or MyQBank questions are due by the assigned date. Late quizzes/questions will not be accepted. Students should reach out to faculty in advance if an emergency/extenuating circumstance prevents the timely submission of a course assignment. MyQBank questions are graded as complete (100) or incomplete (0). MyQBank questions submitted/completed after the due date are considered incomplete and receive zero (0) points.

# GRADING PLAN:

Evaluation are be based upon the following areas:

|  |  |
| --- | --- |
| Examinations ( 3 @ 20% each) | 60% |
| Discussion Board Case Study Presentations (group assignment) | 15% |
| Weekly MyQBank Questions or Module Quiz (12 total @ 2% each; syllabus quiz 1%) | 25% |
| Total | 100% |

Students are expected to participate in the activities as listed in the course syllabus and on the course website. Timeframes for receiving of materials are listed in the course materials on Canvas.

# EVALUATION DETAILS

All evaluation details including rubrics are listed on the Canvas course website in detail. Specific exam dates are listed on the syllabus calendar.

# CLASS ATTENDANCE AND MAKE UP POLICY

# NGR 6140 is a completely asynchronous course offered in an online format. There

# is no required class attendance, however course assignments must be completed by the assigned due date. Any date changes to assignments will be announced in advance.

You must schedule and be present at a computer for all scheduled exams. Early testing is not

an option. Make-up exams are given only for exceptional circumstances. Students must

discuss the absence circumstances with faculty prior to the scheduled exam and a missed

exam must be made up within one week. There will be no make up for any of the other

assignments including MyQBank questions or module quizzes.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/graduate/regulations/#text>

# GRADING SCALE/QUALITY POINTS

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | 95-100 | (4.0) | C | 74-79\* | (2.0) |
| A- | 93-94 | (3.67) | C- | 72-73 | (1.67) |
| B+ | 91- 92 | (3.33) | D+ | 70-71 | (1.33) |
| B | 84-90 | (3.0) | D | 64-69 | (1.0) |
| B- | 82-83 | (2.67) | D- | 62-63 | (0.67) |

C+ 80-81 (2.33) E 61 or below (0.0)

\* 84 is the minimal passing grade

For more information on grades and grading policies, please refer to the University’s grading policies: [http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907#grades](http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907&grades)

# COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

# ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

# PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These

and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

***As students in the health professions at UF Health, you are expected to promote safety and a culture of care and concern for each other and for patients. Across our academic health center’s missions of research, teaching and patient care, nursing students must lead by example and take individual responsibility for modeling healthy habits and behaviors to minimize the spread of COVID-19. Failure to comply with the established public health measures, both on and off campus, is considered a serious breach of professional conduct*.**

# UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>. Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

# UNIVERSITY AND COLLEGE OF NURSING POLICIES

Please see the College of Nursing website for student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>)

# REQUIRED TEXTBOOK

McCance, K. & Huether, S. (2018). *Pathophysiology: The Biologic Basis for Disease in Adults and Children (8th ed.)*. St. Louis, Missouri: Elsevier. ISBN-13: 978-0323583473; ISBN- 10: 9780323583473; https://[www.vitalsource.com/referral?term=9780323413206](http://www.vitalsource.com/referral?term=9780323413206)

 APEA. (2021). MyQBank Study Questions for NP Students.

RECOMMENDED TEXTBOOKS/WEBSITES

1. Publication Manual of the American Psychological Association, (7th Ed.).
2. https://owl.english.purdue.edu/owl/resource/560/08/

WEEKLY CLASS SSCHEDULE

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE** | **TOPIC** | **READINGS & ASSIGNMENTS** | **Program Objectives** |
| Week 1: Jan. 5-9 | **Course Orientation** | Syllabus and orientation materialsSyllabus Quiz due 1/9/22 by 11:59pm |  |
| Week 2: Jan. 10-16 | Fluids, Electrolytes, Acids & Bases Genes, Environment-Lifestyle & Common Disease | Readings: Chapter 3, 5Quiz #2 due 1/16/22 by 11:59pm | 1,2,5,6 |
| Week 3: Jan. 18-23**Jan. 17th- MLK Holiday** | Mechanisms of Self-Defense | Readings: Chapters 7-11Quiz #3 due 1/23/22 by 11:59pm | 1,2,5,6 |
| Week 4: Jan. 24-30 | Cellular Proliferation: Cancer | Readings: Chapters 12-14Quiz #4 due 1/30/22 by 11:59pm | 1,2,5,6 |
| Week 5: Jan. 31-Feb. 6 | The Neurologic SystemMental Health | Readings: Chapters 15-20MyQBank questions due 2/6/21 | 1,2,5,6 |
| Week 6: Feb. 7-13 | **Exam #1**(Content from Weeks 2-5): available Thurs. Feb. 10th at 8am untilFri. Feb. 11th at 5pm |  | 1,5,6 |
| Week 7: Feb. 14-20 | The Endocrine SystemThe Reproductive System | Readings: Chapters 21-23, 24-27MyQBank questions due 2/20/21 | 1,2,5,6 |
| Week 8: Feb. 21-27 | The Hematologic System | Readings: Chapters 28-31MyQBank questions due 2/27/21 | 1,2,5,6 |
| Week 9: Feb. 28-March 6 | The Cardiovascular & Lymphatic Systems | Readings: Chapters 32-34MyQBank questions due 3/6/22 | 1,2,5,6 |
| Week 10: March 7-13 | **SPRING BREAK**- No assignments, enjoy!(3/5/21-3/12/21) |  |  |
| Week 11: March 14-20 | **Exam #2** (Content from Weeks 7-9):available Thurs. March 17th at 8am untilFri. March 18th at 5pm  |  | 1,5,6 |
| Week 12: March 21-27 | The Pulmonary System | Readings: Chapters 35-37MyQBank questions due 3/27/22 | 1,2,5,6 |
| Week 13: March 28- April 3 | The Renal & Urologic Systems | Readings: Chapters 38-40MyQBank questions due 4/3/22 | 1,2,5,6 |
| Week 14: April 4-10 | The Digestive System The Musculoskeletal System | Readings: Chapters 41-43, 44-46MyQBank questions due 4/10/22 | 1,2,5,6 |
| Week 15: April 11-17 | The Integumentary System Multiple Interacting Systems | Readings: Chapters 47-48, 49-50MyQBank questions due 4/17/22 | 1,2,5,6 |
| Week 16: April 18-20Reading Days: April 21-22 | Course Wrap-Up | **Discussion Board Case Study** Presentation due no later than Wednesday April 20th at 11:59pm | 1,2,3,5,6 |
| April 28th 8am until April 29th at 5pm: **Exam #3** (Content from Weeks 12-15 plus DB Case Study Questions) | 1,5,6 |

The purposes of the curriculum leading to the degree Doctor of Nursing Practice are to:

1. Prepare the student to acquire advanced competencies in increasingly complex practice and emerging leadership roles.
2. Provide the student with a significant and comprehensive knowledge base that supports scientific skepticism and the incorporation of new knowledge in advanced nursing practice.
3. Provide the student with enhanced knowledge for the acquisition of leadership skills used to improve nursing practice and patient outcomes.

Upon completion of the doctoral program, the graduate will be able to:

1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice.
2. Evaluate decision support systems to solve clinical problems for individuals, aggregates and systems.
3. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems.
4. Develop expertise to formulate health policy and provide leadership in establishing clinical excellence and creating new models of cost-effective health care delivery.
5. Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates, and systems to provide safe, evidence-based care.
6. Synthesize knowledge of cultural diversity and global perspectives in delivering health care and in critiquing nursing systems.

Approved: Academic Affairs Committee: 06/96; 04/01 Faculty: 08/96; 05/01

UF Curriculum: 10/96; 05/99