SYLLABUS

DATE OF LAST REVIEW: 02/2013

CIP CODE: 51.1601

SEMESTER: Department Syllabus

COURSE TITLE: Pathophysiology for Nurses

COURSE NUMBER: NURS0135

CREDIT HOURS: 3

INSTRUCTOR: Department Syllabus

OFFICE LOCATION: Department Syllabus

OFFICE HOURS: Department Syllabus

TELEPHONE: Department Syllabus

E-MAIL: Department Syllabus

KCKCC issued email accounts are the official means for electronically communicating with our students.

PREREQUISITES: NURS0123

REQUIRED TEXTBOOK AND MATERIALS: Please check with the KCKCC Bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
This Pathophysiology course is designed to enhance the understanding and application of disease processes in healthcare settings. Students are taught alterations in physiological functions of the human body and general concepts of disease processes, including the etiology, pathogenesis, clinical manifestations, and treatments. Altered physiological functions are described at a cellular, organ, and systemic level. The pathophysiology concepts and disease processes affecting cardiopulmonary, hematological, endocrine, immune, musculoskeletal, renal, nervous, and gastrointestinal systems are presented.
METHODS OF INSTRUCTION:
A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, learning experiences, and performances outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Cellular function and response, Inflammation and Neoplasms
II. Fluid and Electrolytes/Stress
III. Hematopoietic Function
IV. Infection and Immunity
V. Circulatory Function
VI. Respiratory Function
VII. Urinary Function
VIII. Gastrointestinal and Biliary Function
IX. Endocrine Function
X. Nervous System Function
XI. Genitourinary and Reproductive Function
XII. Musculoskeletal Function

EXPECTED LEARNER OUTCOMES:
A. The student will integrate the principles of pathophysiology in understanding care for patients of diverse populations.
B. The student will develop an awareness of professional standards and scope of practice within legal ethical and regulatory frameworks.
C. The student will use knowledge from pathophysiology to think critically and make safe and effective clinical decisions
D. The student will apply concepts of pathophysiology to generate teaching plans for specific disease processes.

COURSE COMPETENCIES

The student will integrate the principles of pathophysiology in understanding care for patients of diverse populations.

1. The student will discuss the effects of growth and development on disease processes.
2. The student will understand cultural norms which affect patient’s response to illness.
3. The student will be aware of adaptations in care required across the life span.
4. The student will be able to identify predisposing factors from the patient’s background which influence the disease process.
5. The student will be able to adapt interventions to meet patient’s cultural needs.

6. The student will develop an awareness of professional standards and scope of practice within legal ethical and regulatory frameworks.

7. The student will be able recognize the pathway from pathophysiology to diagnostic tests and treatments.

8. The student will recognize CDC guidelines in the prevention and treatment of specific illnesses.

9. The student will be able recognize the pathway from pathophysiology to diagnostic tests and treatments.

10. The student will be able to discuss professional standards of care for specific illnesses.

11. The student will consider ethical dilemma’s related to the treatment of specific illnesses.

12. The student will be able to discuss the role of normal defenses in the prevention of disease.

13. The student will be able to recognize the interrelationship among the various organ systems of the body.

14. The student will be aware of the necessary assessment data for specific illnesses.

15. The student will be able to evaluate patient data and make a plan of care for specific illnesses.

16. The student will be able to identify key nursing interventions for selected disorders.

17. The student will be able to discuss the effects of medications at the cellular level.

18. The student will apply concepts of pathophysiology to generate teaching plans for specific disease processes.

19. The student will be able to describe teaching topics for specific illnesses.

20. The student will be able to describe teaching methods for health promotion and maintenance.

21. The student will be able to identify disease prevention measures.

22. The student will be able to identify the role of stress and the stress response in disease.

23. The student will be able to identify how nutrition impacts the overall health status for patients.

**ASSESSMENT OF LEARNER OUTCOMES:**

Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

**SPECIAL NOTES:**

This syllabus is subject to change at the discretion of the instructor. Material included is meant to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.
Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising of our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

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