

UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

COLLEGE (check one):	Arts and Sciences <input checked="" type="checkbox"/>	Business <input type="checkbox"/>	Education <input type="checkbox"/>
Proposal Submitted By: Richard Finkelstein (CAS Dean) & Pam McCullough (Nursing)	Date Prepared: October 28, 2016		
Course Title:	Principles of Advanced Pathophysiology in Advanced-Practice Family Nursing		
Dept/Discipline and Course No:	NURS 590		
Prerequisites:	NURS 520, 530, 540, 550		
Co-Requisites:	NURS 560, 580		

*Course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits:	3	Will this course meet for at least 700 contact minutes for each credit hour proposed? <i>If no, provide a credit hour justification.</i>	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
Will this be a <i>new, repeatable</i> "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)			NO	<input checked="" type="checkbox"/>	YES	<input type="checkbox"/>

Date of first offering of this <i>new</i> course:	Fall 2019				
Proposed frequency of offering of the course:	Annually				
List the faculty who will likely teach the course:	Nursing Adjunct				
Are ANY new resources required?	NO	<input type="checkbox"/>	YES	<input type="checkbox"/>	Document in attached impact statement

This new course will be (check all that apply):					
Required in the major	<input checked="" type="checkbox"/>	Required in the minor	<input type="checkbox"/>	General Elective	<input type="checkbox"/>
Elective in the major	<input type="checkbox"/>	Elective in the minor	<input type="checkbox"/>	**General Education	<input type="checkbox"/>


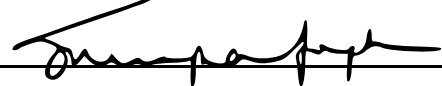
**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description (50 words or less, if possible):
This course reviews and expands upon knowledge of human physiology and pathophysiology. Concepts necessary for advanced-practice nursing are introduced, to include information from the molecular, cellular, tissue, organ and system perspectives. Developing a health-promotion and disease-prevention plan of care for patients across the lifespan is emphasized.

COURSE HISTORY:	Was this course taught previously as a topics or experimental course?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
Course Number and Title of Previous Course	Semester Offered	Enrollment			
CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. If equated, students who took the earlier "topics" course will only be able to take the new course as a repeat (C- grade or lower).					
NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.					

REQUIRED ATTACHMENTS:

1. **Rationale Statement:** Explain what purposes it will serve.
2. **Credit Hour Justification** (if required): Explain how this course will comply with the UMW Credit Hours Policy (D.5.1)
3. **Impact Statement:** Provide details about the library, space, staffing, budget and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. **Any change that impacts another department must have a written statement (such as a copy of an email) from the Chair(s) agreeing to the change.**
4. **Sample Syllabus**

Department Chair Approval: <u></u>	Date: <u>10/28/16</u>
CCC Chair Approval: <u></u>	Date: <u>11/19/16</u>
UCC Chair Approval: <u>Patricia Reynolds</u>	Date: <u>12/12/2016</u>

REQUIRED ATTACHMENTS

Rationale

With changes in healthcare payments to hospitals and other providers generated by passage of the Affordable Care Act (ACA), and with recognized best practices in mind, there is a strong need for educational opportunities that will help nurses gain a Master's of Science in Nursing (Family Nurse Practitioner track) to improve access to healthcare. Reimbursements of hospitals and clinics for patient care now provide significant incentives and penalties that promote decreased admissions and readmissions. To conform to this new environment, hospitals recognize that they need to increase primary care services, to include health promotion and disease prevention in the community. These goals require an increase in the presence of primary care providers locally, state-wide and nationwide. However, there is currently a recognized shortage of primary care providers because primary care practices receive lower reimbursement rates than specialty practices. Within the Fredericksburg area alone, Mary Washington Healthcare (MWHC) estimates that at least 90 additional family practice providers are needed to manage care in the community.

In the spring of 2016 MWHC approached UMW seeking collaboration in building an MSN program for Advanced-Practice Family Nurse Practitioners. UMW and MWHC created a planning group which has met regularly for five months. The planning committee developed a request for funding from the Mary Washington Hospital Foundation, which included start-up costs and guaranteed tuition costs for MWHC's qualified, BSN-prepared registered nurses (RNs). In total, the UMW MSN-FNP Program will be supported with \$1.4 million of funds from the MWH Foundation.

CCNE, the accreditation body of the UMW BSN Completion Program, requires the educational component of the MSN-FNP track be developed by a nationally-certified Family Nurse Practitioner. The MWH Foundation provided funding for the consultation services of Dr. Micah Alderman Scott to develop this course proposal. She is a PhD, FNP-BC, Assistant Professor, and Interim FNP Program Coordinator at the University of North Carolina's School of Nursing. Dr. Scott's previous position was the FNP Program Coordinator at Old Dominion University.

This course has been created at the request of the Dean of the Colleges of Arts and Sciences and the Provost as part of the proposed MSN-FNP program. The MSN-FNP curriculum will include 18 courses (one existing course and 17 new courses). The seven-semester curriculum will consist of 46 credits. This course is #6 of 17 newly proposed courses for the program. Combined, the 18 MSN-FNP courses meet the requirements of:

- *The Essentials of Master's Education in Nursing* (American Association of Colleges of Nursing [AACN], 2011);
- *Criteria for Evaluation of Nurse Practitioner Programs, 5th Ed.* (National Task Force on Quality NP Education (2016); and
- *Family/Across the Lifespan Population-Focused Nurse Practitioner Competencies* (AACN, Population-Focused Competencies Task Force, 2013).

Credit Hour Justification

This course will be offered during the **fall** semester and has a minimum of **42 contact** hours of online activity. The weekly modules will be designed to deliver course content over 14 weeks at 150 minutes per week. Students are expected to have a minimum of two hours of outside-of-class responsibility (homework, assigned projects, class preparation, writing assignments, etc.) for each credit hour.

Impact Statement

The proposed MSN program will enroll 15 students each January. The students will progress in a cohort manner, through a 46-credit curriculum over 27 months. The program will generate significant additional tuition revenue, which will cover the cost of an adjunct nursing faculty member. The President and the Provost have stated a commitment to cover costs necessary to bring the new degree program to UMW. Additional space is not needed for this online course. Additional library resources are estimated to be \$40,000 for the MSN-FNP program as a whole. This specific course does not add to that cost. The Executive Director of the Division of Teaching and Learning Technologies (Jesse Stommel) has met with the BSN-C Program Director and proposed additional online learning resources for faculty and students. At the date of this proposal, both Rosemary Arneson and Jesse Stommel are completing an impact assessment to determine the additional funding required by their departments.

Sample Syllabus (See Attached)

COURSE SYLLABUS

Course No: **NURS 590**

Course Title: **Principles of Advanced Pathophysiology
in Advanced-Practice Family Nursing**

Dates: **TBA**

Semester: **Fall 2019**

Course Format: **Online**

Total Credits: **3**

Prerequisites: **NURS 520, 530, 540, 550**

Co-Requisites: **NURS 560, 580**

Instructor: **TBA**

Preferred Communication: **TBA**

Virtual Office Hours: **TBA**

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Topic	Page
Table of contents to be filled out by instructor.	

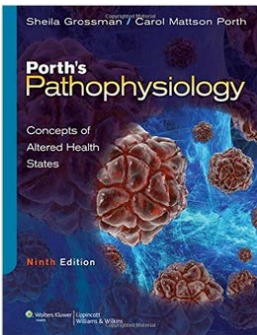
WELCOME TO THE COURSE

The course reviews and expands upon knowledge of human physiology and pathophysiology. Concepts necessary for advanced practice nursing are introduced, to include information from the molecular, cellular, tissue, organ and system perspectives. Developing a health promotion, disease prevention, plan of care for patients across the lifespan is emphasized.

Course Objectives

1. Contextualize physiological and pathophysiological processes occurring throughout the lifespan through the molecular, cellular, tissue, organ and system perspectives.
2. Explain dynamic interactions among physiological systems in homeostasis and allostasis, occurring throughout the lifespan.
3. Relate underlying pathophysiology of common disease states across the life span to clinical presentation, decision-making and treatment rationale.

Textbooks



Porth's Pathophysiology 9th Edition
Sheila Grossman; Carol Mattson Porth
ISBN: 978-1-4511-4600-4

Required Software

- General software: MS Office or Open Office, Adobe Acrobat Reader, and Windows Media Player
- APA software: Perla or ReferencePoint
- Exam software: Respondus

Expectations

The course is managed through Canvas, which is the learning management system (LMS) used by UMW. All course content is available on the course's Canvas page. Students are expected to log into the course page every one-three days to ensure prompt communication with the instructor and peers.

All assignments, homework, readings and activities will be posted on the Canvas page. Students are expected to use the course Canvas page to upload all graded assignments to ensure correct grading because grading is done through the LMS.

- The week starts on Monday at 12:00am ET and ends Sunday at 11:59pm ET.
- Students' assignments must be uploaded to Canvas by SUNDAY at 11:59 pm ET.
- Late submissions are not graded.

The instructor will use grading rubrics for all graded assignments and exams. ALWAYS follow the grading rubric. It is recommended that you perform a “self-grading” exercise using the grading rubric prior to submitting your assignment to the instructor.

Students are expected to do their own, original work on each assignment. A plagiarized assignment will result in a zero (0) for the assignment. The student will be referred to the Honor Counsel.

Attendance and Make-Up Policy

Students are expected to participate in all assignments during the designated timeframe. Should an absence be necessary, the student is responsible for the material covered during the absence. Excessive absences make it almost impossible for a student to meet the academic objectives of a course and frequently cause a student to receive a lower grade, even though the absence may be unavoidable.

It is important for students to turn in assignments by the established due dates. If a student is going to be unable to complete an assignment by the due date, **the student must contact the instructor prior to the assignment due date.** Together, the instructor and student will determine the details of completing the assignment.

Evaluation/Grading

ASSIGNMENT AREA	Week	Grade %	Due Dates
I. Exams (80%)			
• Exam 1	4	20%	
• Exam 2	8	20%	
• Exam 3	12	20%	
• Exam 4	15	20%	
II. Assignment (10%)			
• Case Presentation	TBA	9%	TBA
III. Participation (10%)	7		
• Discussion Board Assigned Topics	1-14	11%	Sunday 11:59pm Each Week

Course Requirements And Assignments

- A. Asynchronous Lectures and Assigned Readings
- B. Discussion Board Forums: For each Assigned Topic, the post should address the concepts questions given. Posts logged after the due date will not be graded.
- C. Case Presentation Assignment-see Rubric.

Course Outline

Each week starts Monday at 12:00am and ends Sunday at 11:59pm.

Week	Required Reading Assignment	Deliverables
Week 1	<p>Topics: Molecular and Cellular Biology, Genetics</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Identify and describe cell organelles and associated functions. 2. Describe the role of the plasma membrane in signal transduction and cellular homeostasis. 3. Distinguish diffusion, active transport, osmosis and filtration. Describe the starling forces. 4. Provide examples of cellular communication and growth regulation in the context of specific physiological systems. 5. Contrast reversible and irreversible cellular injuries, as well as types of cellular injury. 6. Describe mechanisms enabling the storage, transmission and expression of genetic information, including inheritance patterns and regulation of gene 	Discussion Forum

Week	Required Reading Assignment	Deliverables
	<p>expression.</p> <p>7. Provide examples of clinical features of common genetic disorders.</p> <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Chapters: to be listed • Discussion Question: Individually Assigned 	
Week 2	<p>Topics: Hematologic System, Cancer</p> <p>Learning Objectives:</p> <p>Hematologic</p> <ol style="list-style-type: none"> 1. Outline hematopoiesis and erythropoiesis, including regulatory mechanisms and differentiation pathways. 2. Identify normal values and functions of blood elements. 3. Describe conditions of high or low counts of blood elements. 4. Distinguish types of anemia by morphology, etiology, and pathophysiology. 5. Outline hemostasis and fibrinolysis. 6. Describe coagulation disorder etiologies, including disseminated intravascular coagulation and thromboembolic conditions. 7. Distinguish types of leukemia and lymphoma. <p>Cancer</p> <ol style="list-style-type: none"> 1. Describe unique features of a neoplastic cell. 2. Distinguish oncogenic mechanisms involved with mutations of proto-oncogenes and tumor suppressor genes. 3. Link the genetic basis of cancer with the molecular basis of cancer. Describe how these features translate into neoplasm and malignancy. 4. Identify lifestyle factors influencing oncogenic risk and the role of carcinogens. 5. Describe mechanisms of malignancy that pose challenges to treatment. <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Chapters to be listed • Discussion Question: Individually Assigned 	Discussion Forum
Week 3	<p>Topics: Immune System, Infectious Disease</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Identify organs, cells and other components of the immune system • Distinguish the innate and adaptive immune responses, and associated mechanisms. • Distinguish humoral and cell-mediated immune mechanisms. • Distinguish roles of MHC Class I and II proteins in immune responses. • Describe lymphocyte development and how problems in this process can translate into autoimmunity. • Distinguish the four types of hypersensitivity. • Distinguish primary and secondary immune disorders. • Describe factors influencing transmission, colonization and virulence of infectious agents. • Outline the stages of infection. • Compare the structure, life cycle, and infectious processes of bacteria, viruses, fungi, and parasites. • Summarize the differences between gram-negative and gram-positive bacteria. • Outline viral classifications, including differences between DNA and RNA viral replication cycles. • Describe HIV transmission, pathophysiology and clinical manifestations across the life span. <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Chapters: to be listed • Discussion Question: Individually Assigned 	Discussion Forum

Week	Required Reading Assignment	Deliverables
Week 4	Exam 1	Case Presentation Topic Approval Due
Week 5	<p>Topic: Nervous System</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Distinguish the CNS from the PNS and describe structure and function of each. 2. Outline mechanisms of neuronal communication, and describe how these mechanisms enable nervous system functions. 3. Identify the major motor and sensory pathways in the CNS, and distinguish how information is transmitted in each. 4. Define pain and describe clinical presentation. 5. Outline nociceptive impulse transmission, and describe mechanisms of pain modulation. 6. Distinguish three common causes of stroke, describing management, prevention and risk factors. 7. Distinguish types of acute brain injury, traumatic brain injury, brain hemorrhage, and cerebral vascular abnormalities. 8. Distinguish between types of CNS infection. 9. Describe neurodegenerative disorders, including etiology, pathophysiology and clinical manifestations. 10. Describe functional neurological change across the life span. <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Chapters: to be listed • Discussion Question: Individually Assigned 	Discussion Forum / Case Presentation
Week 6	<p>Topic: Endocrine System</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Outline major axes of the endocrine system. 2. Identify hypothalamic and pituitary hormones and describe their functions. 3. Distinguish feedback mechanisms involved in the endocrine system. 4. Distinguish hydrophobic and hydrophilic hormone mechanisms of action on target cells. 5. Describe how target cells regulate response to hormones. 6. Describe conditions of hormone excess or deficiency, including etiology, pathogenesis and clinical manifestations. Include conditions involving hormones of the pituitary, thyroid, parathyroid or adrenal organs. 7. Distinguish between primary and secondary endocrine dysfunction. <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Chapters to be listed • Discussion Question: Individually Assigned 	Discussion Forum / Case Presentation
Week 7	<p>Topic: Musculoskeletal System</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Distinguish bone, joint and cartilage classifications. Describe function of each. 2. Describe composition and function of bone. 3. Outline bone development, remodeling and healing, describing influential factors. 4. Outline muscle contraction physiology. Describe mechanisms involved in neuronal activation of muscle tissue. 5. Describe the motor unit and types of skeletal muscle fibers. 6. Distinguish general types of bone fractures, including etiology, clinical manifestations and treatment. 7. Distinguish strain, sprain, avulsion, dislocation and subluxation. 8. Distinguish metabolic bone diseases, including etiology, pathophysiology and clinical manifestations. 9. Distinguish endogenous and exogenous osteomyelitis, including 	Discussion Forum/ Case Presentation

Week	Required Reading Assignment	Deliverables
	<p>pathophysiology and clinical manifestations.</p> <ol style="list-style-type: none"> 10. Distinguish common benign and malignant bone tumors. Describe incidence over the life span. 11. Describe etiology, pathophysiology and clinical manifestations of severe muscle trauma. 12. Distinguish joint diseases, including etiology, pathophysiology, clinical presentation, and incidence across the life span. 13. Distinguish congenital musculoskeletal defects or diseases in children, including etiology, pathophysiology and clinical manifestations. Describe evaluation and treatment for Duchenne muscular dystrophy. <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Chapters to be listed • Discussion Question: Individually Assigned 	
Week 8	Exam 2	
Week 9	<p>Topic: Cardiovascular System</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Describe the structure and function of the cardiovascular system. • Correlate the cardiac cycle to Wigger’s diagram. • Describe factors influencing cardiac output. Distinguish preload, afterload, contractility and the Frank-Starling curve. • Distinguish the Bainbridge and baroreceptor reflexes. • Describe Ohm’s law. Identify factors influencing blood flow, pressure and resistance. • Outline pathophysiology, clinical manifestations and risk factors of atherosclerosis. • Distinguish venous occlusive diseases. • Distinguish forms of hypertension, including etiology, pathophysiology and consequences. • Describe coronary artery disease, including pathophysiology and consequences. Distinguish myocardial ischemic and infarction. • Distinguish valvular diseases, including etiology, pathophysiology and consequences. • Distinguish left and right sided heart failure, including systolic and diastolic dysfunction. Describe etiology, pathophysiology and clinical manifestations. • Distinguish cardiomyopathies, including etiology, pathophysiology and clinical manifestations. • Distinguish categories of shock, including etiology, pathophysiology and clinical manifestations. • Distinguish cyanotic and acyanotic congenital cardiac defects, including etiology, pathophysiology, and clinical manifestations. • Describe pathophysiology and clinical manifestations of Kawasaki’s disease. <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Chapters to be listed • Discussion Question: Individually Assigned 	Discussion Forum / Case Presentation
Week 10	<p>Topic: Pulmonary System</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Describe the structure and function of the pulmonary system. 2. Outline functional components of the respiratory system, including mechanisms enabling or influencing ventilation, V/Q matching and respiration. 3. Identify factors influencing the oxyhemoglobin disassociation curve. 4. Distinguish dead space and pulmonary shunt, including etiology and consequences. 5. Describe respiratory failure causes and complications. 	Discussion Forum / Case Presentation

Week	Required Reading Assignment	Deliverables
	<ol style="list-style-type: none"> 6. Distinguish pulmonary vascular diseases, including pathogenesis and consequences. 7. Distinguish obstructive and restrictive pulmonary disorders, including pathogenesis, risk factors and clinical manifestations. 8. Distinguish normal, obstructive and restrictive pulmonary function test results. 9. Distinguish Acute Respiratory Distress Syndrome and Infant Respiratory Distress Syndrome, including pathogenesis and clinical manifestations. Summarize acute lung injury pathogenesis. 10. Describe Cystic Fibrosis pathogenesis, pathophysiology and clinical manifestations. 11. Outline age-related differences in the pulmonary system. 12. Distinguish pediatric obstructive airway disorders. Outline evaluation of stridor. <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Chapters to be listed • Discussion Question: Individually Assigned 	
Week 11	<p>Topic: Renal System</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Describe the structure and function of the renal system. 2. Describe the structure and function of the nephron. Identify operations occurring in each segment. 3. Describe factors influencing net filtration pressure. 4. Describe abnormal filtration, including pathogenesis, pathophysiology and clinical manifestations. 5. Describe the renal system's involvement with and response to the endocrine system. 6. Describe methods to evaluate renal function. 7. Distinguish pre, intra and post renal Acute Kidney Injury, including pathogenesis and clinical manifestations. 8. Distinguish cystitis and pyelonephritis, including pathogenesis, pathophysiology and clinical manifestations. 9. Distinguish forms of glomerulonephritis, including pathogenesis, pathophysiology, clinical manifestations and treatment. 10. Describe nephrotic syndrome, including pathogenesis, pathophysiology and clinical manifestations. 11. Distinguish acute and chronic renal disease, including pathogenesis and clinical manifestations. 12. Outline age-related change in renal function. <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Chapters to be listed • Discussion Question: Individually Assigned 	Discussion Forum / Case Presentation
Week 12	Exam 3	
Week 13	<p>Topic: Gastrointestinal System</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Describe the structure and function of the gastrointestinal system, including the structural layers of the GI tract, and the functions of all accessory organs. 2. Outline the digestive and absorptive processes occurring in each region of the GI tract. 3. Outline the enzymes and processes involved in digesting carbohydrate, lipid and protein. 4. Distinguish pancreatic cell types and describe the functions of each. 5. Distinguish disorders of digestive motility, including pathogenesis, pathophysiology and clinical manifestations. 6. Outline pathogenesis of abdominal pain. 	Discussion Forum/ Case Presentation

Week	Required Reading Assignment	Deliverables
	<ol style="list-style-type: none"> 7. Distinguish peptic ulcer diseases, including pathogenesis, risk factors, clinical presentation and prognosis. 8. Distinguish ulcerative colitis and Crohn's disease, including pathogenesis and clinical manifestations. 9. Outline diverticular disease pathogenesis and clinical manifestations. 10. Outline appendicitis pathogenesis and clinical manifestations. 11. Outline age-related changes in the GI system. 12. Describe hepatic dysfunction pathogenesis, risk factors, pathophysiology, clinical manifestations, and prognosis. Include portal hypertension, ascites, hepatic encephalopathy, jaundice and hepato-renal syndrome complications. 13. Distinguish cholelithiasis and cholecystitis pathogenesis and clinical manifestations. 14. Distinguish types of viral hepatitis, including pathogenesis, clinical manifestations and prognosis. 15. Describe pancreatitis, including pathogenesis, risk factors, and clinical manifestations. 16. Outline malignant conditions of the digestive system, including incidence, risk factors, clinical manifestations and treatment. 17. Outline pediatric GI disorders. <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Chapters to be listed • Discussion Question: Individually Assigned 	
Week 14	<p>Topic: Reproductive System</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Outline differentiation and development of male and female reproductive pathways throughout the life span. 2. Identify three hormonal changes involved in puberty. 3. Identify abnormal onset of puberty and describe etiology. 4. Distinguish sex hormone functions and effects in male and female reproductive systems. 5. Outline the ovarian, endometrial and menstrual cycles. 6. Describe functions of and hormonal influences on female mammary glands during reproductive age and pregnancy. 7. Describe etiology, pathogenesis, and clinical presentation of menstrual abnormalities, including amenorrhea, dysmenorrhea and dysfunctional uterine bleeding. 8. Identify inflammatory, benign and malignant conditions afflicting the male or female reproductive systems. 9. Describe bacterial and parasitic sexually transmitted infections, including pathogens, risk factors and consequences. <p>Reading Assignment:</p> <ul style="list-style-type: none"> • Chapters to be listed • Discussion Question: Individually Assigned 	Discussion Forum / Case Presentation
Week 15	Exam 4	

Discussion Board Rubric

Your work on the discussion board includes regular threaded discussions and activities. Interaction on the discussion board will be monitored throughout the week. An initial posting is due by Thursday at 11:55pm ET. You will respond to two of your peers by Sunday at 11:59pm ET. You will be graded on this initial posting with the following rubric:

Criteria	(0 points)	(0.2 point)	(0.4 points)
<i>Critical Thinking</i>	No evidence of critical thinking whatsoever (or nothing posted). Superficial posts No valid connections made between content.	Some physio/ patho mechanisms included in argument, although all might not be valid. Gaps in logic or logic unclear.	Physio/ patho mechanisms are used to support argument. Logic is clear and consistent.
<i>Quality</i>	Ideas not clear. Many spelling / grammatical errors.	Ideas somewhat clear. Few spelling / grammatical errors.	Ideas clearly presented. No spelling / grammatical errors.
<i>Timeliness</i>	Post is created < 24 hours after the deadline	Post is created by deadline	

Case Presentation Assignment

Assignment: This is an opportunity to delve into a condition you have seen, experienced, or just are interested in learning more about. Draw from your clinical experience or from literature research, and describe a clinical case.

Produce:

- PowerPoint presentation (.ppt or .pptx)
- One page Word (.doc) summary.
- Use Canvas to video record your presentation and upload it and your Word doc by the due date.
- The exam following your presentation will include questions from information in your pathophysiology section. Clearly explain this information.

Include in your presentation and written summary:

- Patient presentation
 - Signs / Symptoms
 - Relevant medical history
 - Assessment results, including any laboratory tests administered
- Diagnosis
 - Differential diagnosis
 - Evidence supporting diagnosis made
 - Definition of diagnosed condition
- Pathophysiology of diagnosed condition
 - Mechanisms involved (cell, tissue, organ or system level)
 - Description of relevant physiology and how these mechanisms deviate functioning
 - Description of how deviations lead to sign and symptom development
 - Prognosis
- Treatment
 - Intervention(s) administered and rationale for each
 - Other interventions commonly used for diagnosed condition and rationale for each
- Outcome (if known)

Assessment:

- The Case Presentation Assignment is graded using the rubric below. Up to 9 points can be earned.
- Evidence of plagiarism automatically disqualifies submission. No credit will be given.
- Cite quotes and any external sources used.
- Course textbook may be cited just with author's name and page number(s).
- Submissions more than 36 hours late are not accepted unless excused by documented medical or family emergency.

Case Presentation Assignment Evaluation Rubric

Criteria	(0 points)	(1 point)	(2 points)
<i>Clinical Presentation</i>	<ul style="list-style-type: none"> • Presenting signs / symptoms vaguely or not described • Lab results not provided • Relevant medical history not present 	<ul style="list-style-type: none"> • Some description of presenting signs / symptoms present, but lacking in breadth or depth. • Lab results provided, abnormal results may not be highlighted • Relevant medical history included, may not be complete 	<ul style="list-style-type: none"> • Presenting signs/ symptoms fully described • Relevant lab results provided, with abnormal results highlighted • Complete relevant medical history
<i>Diagnosis</i>	<ul style="list-style-type: none"> • Missing diagnosis or supportive evidence • Missing differential diagnosis 	<ul style="list-style-type: none"> • Diagnosis given • Supportive evidence given • Differential diagnosis given 	
<i>Pathophysiology</i>	<ul style="list-style-type: none"> • Missing or vaguely described 	<ul style="list-style-type: none"> • Some description present, but lacking in breadth or depth. • Relevant mechanisms overlooked 	<ul style="list-style-type: none"> • Complete description • Relevant mechanisms included • Explanation for how patho leads to presenting signs and symptoms
<i>Treatment</i>	<ul style="list-style-type: none"> • Intervention(s) and rationale(s) missing or vaguely described 	<ul style="list-style-type: none"> • Fully described • Rationale for each intervention given 	
<i>Written Summary</i>	<ul style="list-style-type: none"> • Not provided • Missing multiple assigned areas 	<ul style="list-style-type: none"> • Provided • Missing assigned areas • Insufficiently addressed assigned area(s) 	<ul style="list-style-type: none"> • Sufficiently addressed all assigned areas
<i>Mechanics</i>	<ul style="list-style-type: none"> • Multiple spelling or grammatical errors 	<ul style="list-style-type: none"> • No spelling or grammatical errors 	
<i>Penalty</i>		<ul style="list-style-type: none"> • -1 point for • Assignment turned in late (< 36 hours after due date) • Outcome known but not included 	

Course Grading Policy

Students must participate in all of the assignment areas in order to pass the course:

The following grading scale is used to determine a letter grade for the course associated with a point value. **Students working toward an MSN must complete each MSN course with a grade of 83.00 (B) or higher, and grades are not rounded up.**

Score Range	Letter Grade	Quality Points	Description
93.0 – 100	A	4.00	Excellent
90.0 – 92.9	A-	3.67	
87.0 – 89.9	B+	3.33	
83.0 – 86.9	B	3.00	Good
80.0 – 82.9	B-	2.67	
77.0 – 79.9	C+	2.33	
73.0 – 76.9	C	2.00	Average
70.0 – 72.9	C-	1.67	
67.0 – 69.9	D+	1.33	Poor
60.0 – 66.9	D	1.00	Very Poor
Below 60.0	F	0.00	Fail
Incomplete	I	0.00	Incomplete
Withdrawal	W	0.00	Withdrawal

ONLINE EDUCATION AND LIBERAL ARTS VALUES AT UMW

One of the hallmarks of online courses at UMW is that they embody the values of a quality liberal arts curriculum. These values are *community, interactivity, active learning, reflection and self-directed learning*.

Value 1: Community

Within a liberal arts institution, we believe that learning needs to occur as a social activity and that students should develop a strong sense of belonging to a networked learning community. Learning communities serve many important purposes: They support and sustain the work of individual learners, help to frame the work of individuals within larger intellectual conversations, and offer a possibility of building something greater through collaboration.

Value 2: Interactivity

One of the signal characteristics of the quality learning experience is small class size and what it enables: a high degree of interaction between student and instructor, as well as between the student and other students. Sometimes characterized as “high-touch,” this interaction leads to highly personalized instruction in which students are treated as individuals rather than part of a collective who sink or swim largely on their own efforts.

Value 3: Active Learning

Another characteristic of quality education is an emphasis on active (rather than passive) learning, including intensive use of writing and speech, as both tools of analysis and communication. Active learning leads to a focus on critical thinking rather than merely memorization. Another example is activities that engender genuine inquiry by students in real issues/problems, problems that matter to people outside the classroom, as well as exploring and being challenged by diverse perspectives.

Value 4: Reflection

Part of the justification for the study of humanities in liberal education is that such study addresses the human yearning for meaning. However, such reflection is not limited to humanities. The question, “What does it mean?” is an important means of transforming learning from passive to active, from memorization to a deeper understanding.

Value 5: Self-Directed Learning

The successful learner is expected to take ownership of his or her learning experiences. While faculty play a critical role in framing, guiding and, sometimes, directing the path of these experiences, ultimately the learner must be able to rely on his or her own self to make intellectual choices. These skills lay the foundation for lifelong, adaptive learning as well as cultivating intellectual curiosity, creativity, flexibility and self-discipline.

UMW STUDENT RESOURCES

Libraries

Students are encouraged to use the library resources throughout the course of their study. The Stafford campus includes the Stafford Library in building 121. In addition, the Fredericksburg campus offers the Simpson Library. Both libraries have open conversation areas and comfortable seating which provide a welcoming environment for individual and group study, and networked computers with access to the internet, the University network and Microsoft Office software. The library staff are available to provide assistance to groups and individuals.

Writing Center

Students are encouraged to use the Writing Center, located within the Hurley Convergence Center (HCC) on the Fredericksburg campus. Operating within the Honor Code, the Center offers free tutorial assistance to students regardless of major or concentration, both for course assignments and for personal writing needs.

The Writing Center personnel work with student writers at every skill level to improve writing performance. Staffed by faculty directors, assistants and well-trained student tutors, the Center provides advice in getting started on papers, developing ideas, achieving unity and coherence, reviewing troublesome parts of papers, learning writing styles such as APA, understanding and correcting recurring grammatical and punctuation errors, and overcoming writer's block. They also provide access to various writing guides.

Speaking Center

The Speaking Center is located on the Fredericksburg campus, and supports the speaking-intensive program by providing free consultations to students interested in developing oral communication skills. The Center houses a collection of instructional resources (books, handouts, videotapes, equipment) which address a variety of topics ranging from public speaking anxiety to constructing effective visual aids. Consultants are available to videotape practice presentations and to provide feedback.

The Center strictly adheres to the Honor Code: Consultants will not compose any portion of a presentation for a student, nor will they do research for a student's presentation. Consultants are also prepared to offer advice on special types of oral communication activities such as speeches, group presentations, debates and interviews.

IT Support

In addition to resources available at its website (<http://technology.umw.edu/about-us/>), the IT office provides help through the Help Desk. The Help Desk serves as the clearinghouse for all tech-related issues. (Please do not ask the MSN instructors or staff for technical assistance...we're not IT experts.) For any type of technology-related issues, students must contact the Help Desk by telephone at (540) 654-2255 or by email at helpdesk@umw.edu or via their webpage (http://technology.umw.edu/helpdesk/getting_help/).

COMPUTER SPECIFICATIONS

For technical assistance, incoming students should visit the Help Desk's webpage for new students at <http://technology.umw.edu/new/students/>. **The below hardware and software specifications are recommended for online courses:**

Processor	1.2 GHz or greater
RAM	250 MB or greater (512 MB suggested)
Display	Color video display card Color monitor with 1280x1024 resolution or greater
Sound	Sound card, speakers & microphone (or a microphone/speaker headset)
Operating System	Windows 98, ME, 2000, XP or Vista (Mac OS 9.2 or higher for all Macintosh computers)

For online courses, the student must have:

- Speaker and microphone on the computer (or a microphone/speaker headset)
- Broadband internet connection (check with your service provider for what speeds are available in your area (examples: Cable, DSL, fiber optic, satellite, etc.)
- Internet Explorer 6.0 or later (later versions of Netscape also work) or Firefox
- General software: MS Office or Open Office, Adobe Acrobat Reader, and Windows Media Player
- APA software: Perla or ReferencePoint
- Exam software: Respondus

ONLINE ETIQUETTE

The following guidance is paraphrased from one found on the Kent State University website (<http://www.kent.edu/dl/technology/etiquette.cfm>): Taking an online course and corresponding via the WWW presents one with the task of overcoming the lack of non-verbals in communication. When taking a course online, it's important to remember some etiquette that will smooth communication between the students and instructors.

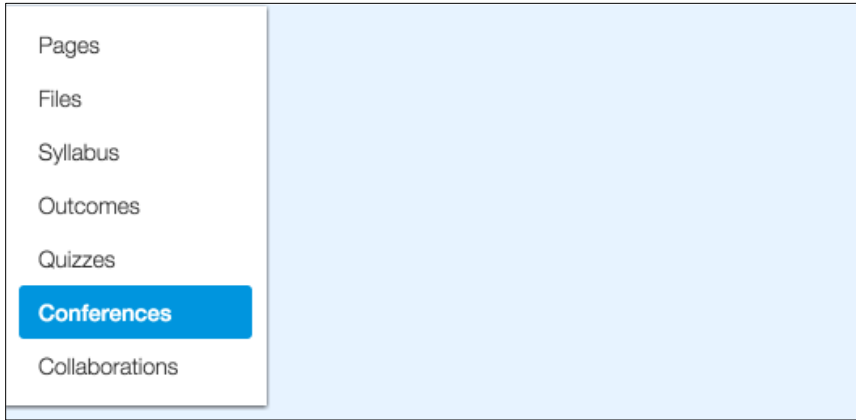
1. Avoid language that may come across as strong or offensive. Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to ensure that an outsider reading it would not be offended, and then post the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.
2. Keep writing to a point and stay on-topic. Online courses require a lot of reading. When writing, keep sentences poignant and brief so readers do not get lost in wordy paragraphs and miss the point of the statement. Also, don't introduce new topics; it may just confuse the readers.
3. Read first, write later. To prevent repeating commentary that has already been stated, or asking questions that have already been answered, it is important to read all posts and comments within the course discussion before commenting yourself.
4. Review, review, review...and then send. There's no taking back a comment once it has been sent, so it's important to double-check all writing to ensure it clearly conveys the exact intended message.
5. An online classroom is still a classroom. Though the course may be online, appropriate classroom behavior is still necessary. Respect for fellow students and instructors is as important as ever.
6. The language of the internet: Though still a fairly young type of communication, certain aspects of online communication are becoming conventional. For example, do not write using all capital letters, because it appears as shouting. Also, the use of emoticons can be helpful when used to convey nonverbal feelings, but overuse should be avoided. Examples of emoticons: ☺, ☹, ♥
7. Consider the privacy of others. Ask permission before giving out a classmate's email address or other information.
8. If possible, keep attachments small. If it's necessary to send photos, change the size to 100k or smaller.
9. No inappropriate material is permitted. Do not forward virus warnings, chain letters, jokes, etc., to classmates or instructors. The sharing of pornographic material is forbidden."

USING THE BIG BLUE BUTTON IN CANVAS

FOR CONFERENCING IN AN ONLINE COURSE

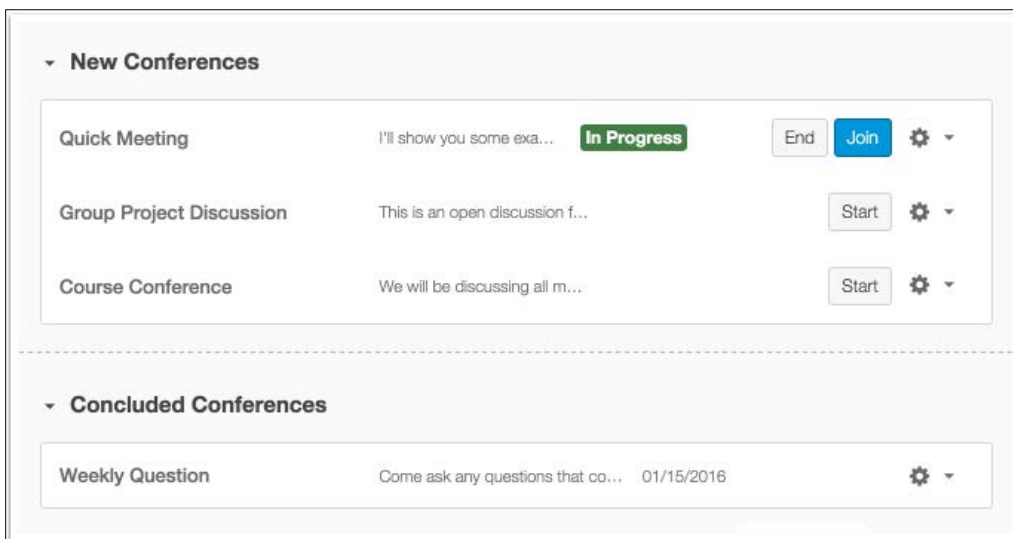
What are Conferences in Canvas?

The *Conferences* feature is primarily used for virtual lectures, virtual office hours and student groups. It can also be used to demonstrate technologies or troubleshoot technology issues online. Conferences can accommodate up to 50 people.



The *Conferences* feature makes it easy to conduct synchronous (real-time) lectures for all of the students in the course. It also allows the instructor to broadcast real-time audio and video. Additionally, it allows the instructor to demo on applications on the computer desktop, to share presentation slides, or demo any online resources. Currently, Canvas integrates via the **Big Blue Button**.

NOTE: The **Big Blue Button** can accommodate up to 50 users in a conference at any given moment. A conference will remain active on the **Big Blue Button** as long as at least one person is logged into the conference room. When the last person exits, the conference will automatically conclude and all files and chats will be removed.



When would I use Conferences?

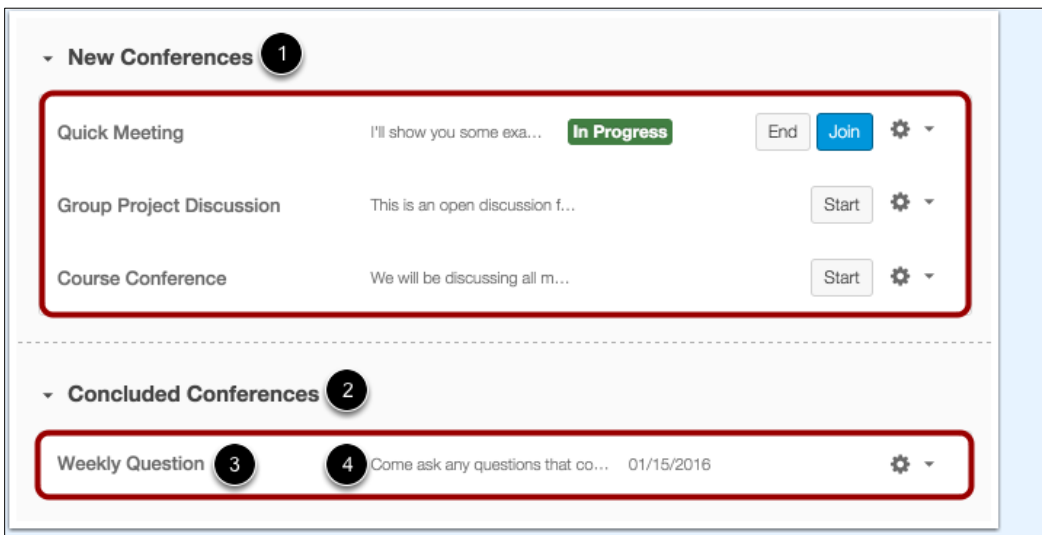
The instructor can use *Conferences* to:

- Connect with course students for online office hours, live presentations or special study sessions

- Practice presenting online (students can set up practice presentations in their student groups)
- Broadcast a live event or lecture to students who can't be on-site
- Record the conferences so students can view them at a later date (Note: recordings are automatically deleted 14 days after the conference ends)

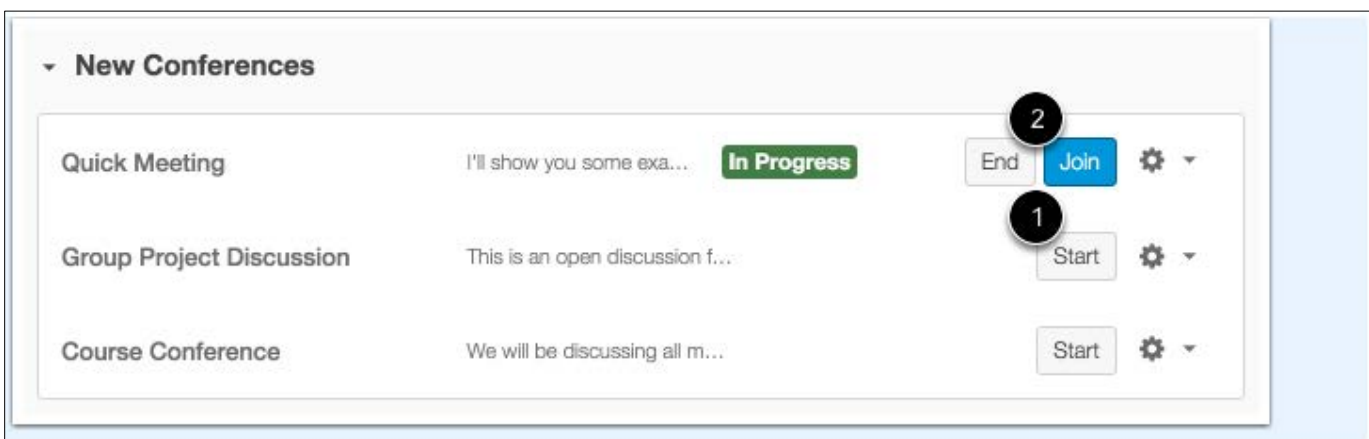
How do I use the Conferences Index Page (see graphic below)?

Conferences are grouped in two parts: New Conferences [1] and Concluded Conferences [2]. Both always display the name [3] and description [4] of the conference. Note: Students can only view conferences to which they have been invited.



New Conferences (see graphic below)

New Conferences are either ready to start [1] or in progress [2] where invited participants can join. Note: Students cannot join a conference until the instructor has started it.



Concluded Conferences (see graphic below)

Once a conference has ended, it will be displayed in Concluded Conferences and show the date of the conference [1].

For recorded conferences, Canvas will display the length of the conference [2], which is indicated in hours:minutes (e.g., 0:10 is 10 minutes).

When a conference is rendered for playback, the conference displays the **View** button [3]. Depending on the length of the conference, this process may take several hours. Note: Recordings are automatically deleted 14 days after the conference ends.

The screenshot shows a list of concluded conferences. The first conference, 'Group Project Discussion', is highlighted. Three callouts are present: '1' points to the date '01/15/2016', '2' points to the recording duration '0:10', and '3' points to the 'View' button. The other two conferences, 'Quick Meeting' and 'Weekly Question', are listed below.

Conference Name	Description	Date	Recording Status	Duration	Actions
Group Project Discussion	Let's discuss a few ideas ...	01/15/2016	1 Recording	0:10	View
Quick Meeting	I'll show you some examples for the assi...	01/15/2016			
Weekly Question	Come ask any questions that come up fr...	01/15/2016			

UNIVERSITY NOTICES

University Closures

If the University is closed on a regularly scheduled day, MSN courses *will continue as scheduled* online.

Disability Directive

The Office of Disability Services has been designated by the University as the primary office to guide, counsel and assist students with disabilities. If you already receive services through the disability office and require accommodations for this class, make an appointment with me (the instructor) as soon as possible to discuss your approved accommodation needs. Please bring your accommodation letter to our appointment. Any information you share will be held in the strictest confidence unless you have granted me permission to do otherwise.

If you have not contacted the Office of Disability Services and need accommodations, such as note-taking assistance, extended time for tests, and so on, a referral can be made. The disability office will require appropriate documentation of disability. For details, please contact them at (540) 654-1266.

To protect student privacy and confidentiality, students do not have to inform their instructor directly of the nature of a disability. Once the student has been approved by the disability office for accommodations, the student will receive a letter detailing the exact nature of the accommodations. Copies of the letter should be given by the student to each instructor. The instructor is not told the nature of the disability; we are informed only of the needed classroom accommodation.

Sexual Assault Prevention

Sexual harassment in education includes any unwanted and unwelcomed sexual behavior which significantly interferes with an individual's access to educational opportunities. The University of Mary Washington is committed to preventing and addressing harassment, regardless of whether the harassment is perpetrated by peers, teachers or other school officials. Confidential support services are provided by:

Avina Ross
Sexual Assault Prevention Specialist
aross@umw.edu
(540) 654-1166

Honor Code

Students are required to read the Honor Constitution and sign the Honor Code statement (attached at end of syllabus). The Honor Code and the Honor Pledge embody the trust placed in UMW students and the reciprocal responsibility students have to behave ethically in their academic pursuits. Additionally, students are responsible for adhering to the policies outlined in the Code of Student Conduct and the Graduate Student Handbook. Violations of the Code of Student Conduct will not be tolerated. Violations of this code include (but are not limited to) cheating on tests/assignments. For complete details on our expectations of you as a UMW student, please visit the following websites and carefully review the guidelines/policies:

- Honor Constitution: <http://students.umw.edu/staffordhonorcouncil/>
- Code of Student Conduct: <http://students.umw.edu/judicialaffairs/the-judicial-system/code-of-conduct/>
- Graduate Student Handbook: **link needed**

Some examples of Honor Code violations are:

- Lying, cheating*, plagiarism

- Team collaboration on a project, except when specifically authorized by the instructor (you are expected to do your own work, unaided by anyone else)
- Use of commercial sources or other students for “ready-made papers” (your work must clearly be of your own original effort) – don’t believe that by changing a few words you can disguise the source...you can’t – if you use someone else’s work you will be found out because the difference in tone, style and comprehensiveness of the writing will be readily apparent to the instructors
- Failing to cite reference materials used within your paper/work (this includes not only printed material but also materials taken in part or in whole from internet sources)
- Use of “crib sheets,” etc., during an examination – although some instructors allow the use of reference materials during exams, such use will always be clearly specified in the course syllabus (if such permission is not clearly set out in the syllabus, then you are not authorized to use reference materials during exams; also, if you exceed the clearly specified scope of authorization, then you are guilty of cheating)

*Examples of cheating: Taking an exam for someone else; reproducing/copying or discussing exam content; faking an illness to avoid an exam; copying from another student’s exam or assignment; giving another student answers during an exam; reviewing previous copies of an exam without the permission of the instructor; purchasing term papers; copying materials without footnoting or citing; padding items on a bibliography; turning in a dry lab report; failing to report grade errors; collaborating on or discussing homework and/or taking home exams/papers; plagiarism; altering or forging an official university document; swapping of computer programming disks/USBs.

Course Evaluations

This course requires that the student complete a course evaluation. Approximately three weeks before the semester ends, students will receive an email notice containing directions for accessing and completing the online evaluation. Submission of the evaluation is anonymous, and every effort should be made to provide feedback on the quality of the instruction received and the effectiveness of the faculty. Student feedback is critical to the ongoing health of the MSN program, and is greatly appreciated.

Course Summaries

A student course summary form will be used by faculty to obtain feedback from you on the components of the course and its delivery; it is an evaluation not of the *faculty*, but of the *course*. A link to complete this anonymous online summary will be posted in the Canvas course site, where instructions for completion/submission will be provided.

ACADEMIC CALENDAR

Insert academic calendar here



UNIVERSITY OF
MARY WASHINGTON

where great minds get to work

STUDENT HONOR CODE

I, as a student of the University of Mary Washington, do hereby accept the Honor System. I have read and understand the Honor Constitution and agree to abide by its provisions. Accordingly, I resolve to refrain from giving or receiving academic material in a manner not authorized by the instructor, from illegally appropriating the property of others, and from deliberately falsifying facts. I acknowledge that in support of the Honor System, it is my responsibility to report any violation of the Honor Code of which I am aware. I realize that in the event of a violation of the Honor Code, a plea of ignorance will not be acceptable and that such a violation could result in my permanent dismissal from the University of Mary Washington. I further pledge that I shall endeavor at all times to create a spirit of honor, both by upholding the Honor System myself and helping others to do so.

Student's Name: _____

Student's Signature: _____ Date: _____