Nursing Pathophysiology
RNSG-1311-63402
Spring 2016
January 20, 2016 – May 12, 2016

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Course Number: RNSG 1311
Section Number: 63402
Location: Online
Credit Hours: 3
Contact Hours: 48

Be sure to read the entire syllabus before signing the contract at the end!!!

Course Description
This course places emphasis on the nursing application of basic principles of pathophysiology. Content includes principles of homeostasis related to body systems. This course lends itself to either a blocked or integrated approach to nursing education.

Course Prerequisites: Anatomy and Physiology I
Concurrent: None

Recommended Optional Materials and Resources
The textbooks listed above are primary reference sources for the student. However, in order for the learner to achieve mastery of particular nursing principles and skills, the faculty may use and/or recommend additional materials. The student has the responsibility to utilize this material for optimum development. Students are invited and encouraged to explore additional learning resources, including the Internet. Students should use all of the resources necessary in order to understand the material and to achieve the best grades possible. These include, but are not limited to: working in a study group, utilizing the materials which are on the EVOLVE website, utilizing the MVC learning center and the programs on learning which it provides, meeting with the instructor as needed, getting a tutor, and researching any topics which may be unfamiliar or difficult.

The student should become familiar with Blackboard and check it several times weekly for announcements, grades, and other pertinent information. In order to use the Blackboard e-mail system, the student’s e-mail address must be kept up to date with the college. Problems with Blackboard should be referred to the Blackboard telephone help desk, 972-669-6402.

STATE REQUIREMENTS/INTELLECTUAL COMPETENCIES:
Nursing satisfies the Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board as well as the Secretary’s Commission on Achieving Necessary Skills, (SCANS) which created The SCANS Report for America 2000, issued by the U.S. Department of Labor, April 1992. The report defines a set of skills and competencies necessary for success in the workplace. The table below demonstrates how MVC nursing program addresses these skills and competencies.

Verification of workplace competencies (SCANS):
While there are no external workplace (clinical) experiences included in this concepts course, the student has the opportunity to meet all of the SCANS through classroom activities, role play, and interactions with peers, faculty, administration and staff. Successful completions of RNSG 1311 will allow the student to complete the specific program requirements. Upon successful completion of the nursing program, the student will be eligible to take the State Board Exam (NCLEX) for licensure as a Registered Nurse.

Exemplary Educational Objectives
| **COMMUNICATION**                          | • To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.  
• To develop the ability to research and write a documented paper and/or to give an oral presentation. |
| **MATHEMATICS**                           | • To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically. |
| **NATURAL SCIENCES**                     | • To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture. |
| **HUMANITIES AND VISUAL AND PERFORMING ARTS** | • To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences. |
| **SOCIAL AND BEHAVIORAL SCIENCES**       | • To identify and understand differences and commonalities within diverse cultures. |

http://www.thecb.state.tx.us/index.cfm?objectid=7ED36862-993C-10F2-C64CA9C9EDF26C4C

| **RNSG 1311 Pathophysiology**            |                                                                 |
| **Basic Skills**                         |                                                                 |
| **Speaking**                             | • Speaks clearly, audibly and courteously using proper medical terminology  
• Communicates orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. |
Competency in speaking will be observed in class presentations, discussions, and oral contribution in group activities and interpersonal communication with instructors, peers, staff, and health care providers.
| **Listening**                            | • Interprets various forms of spoken communication; repeats instructions as necessary to confirm understanding. |
Competency in listening will be observed in the student's response to questions and the ability to follow directions.

| Reading          | • Reads and understands written assignments, directions, and workplace documents at above the 12th grade level  
|                  | • Requests clarification as needed. |

Competency in reading will be assessed through the student’s reading and understanding of required and suggested reading, class discussions, critical thinking case studies, and examinations.

| Writing          | • Documents using correct format, medical terminology, and technology.  
|                  | • Produces clear, correct, and coherent prose adapted to purpose, occasion, and audience above 12th grade level. |

Competency in writing will be assessed in the required course paperwork.

| Mathematics      | • Performs basic computations related to medical math.  
|                  | • Administers medications accurately. |

### Critical Thinking Skills

| Critical Thinking | • Makes connections with instructor help, e.g., abnormal laboratory results, patient medical diagnosis, and nursing care needs.  
|                  | • Makes appropriate nursing decisions with help from instructor  
|                  | • Identifies patient care problems and states possible solutions with help from instructor |

Competency in critical thinking will be assessed through test questions and by the application of theory in the clinical arena, specifically in the grading of the nursing care plan.

### Personal Qualities

| Responsibility   | • Assumes responsibility and accountability for learning how to administer patient care as defined by the Texas Nursing Practice Act.  
|                  | • Exhibits accountability for course requirements and for the performance of patient care. |
| Self-Management  | • Completes tasks and projects as assigned alone or in collaboration with others.  
<p>|                  | • Evaluates own performance in the clinical setting. |</p>
<table>
<thead>
<tr>
<th>Accepting direction and criticism</th>
<th>• Learns to accept constructive criticism and positive direction and utilize it for personal and professional growth.</th>
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<tbody>
<tr>
<td>Integrity/honesty</td>
<td>• Demonstrates integrity, honesty, and ethical behaviors in all aspects of nursing care and nursing education.</td>
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<td></td>
<td>• Conforms to the Texas Nursing Practice Act and ANA Code of Ethics in conduct and practice.</td>
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<td></td>
<td>• Recognizes and reports ethical/legal dilemmas when encountered.</td>
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<td></td>
<td>• Maintains confidentially of information.</td>
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### Resource management

| Time                             | • Meets assigned deadlines with supervision                                                                                   |
|                                 | • Prioritizes own personal and education-related activities with guidance.                                                    |
| Money, materials, and facilities | • Manages supplies and equipment with supervision.                                                                             |
|                                 | • Manages a course syllabus and assignments with assistance as needed.                                                        |
| Human Resources                 | • Identifies members of the health care team and their roles.                                                                     |

### Interpersonal Skills

| Participates as a member of a team | • Develops basic interpersonal skills.                                                                                     |
|                                   | • Is respectful and collaborative in classroom and clinical activities.                                                      |
| Interacting with clients/customers | • Develops skills necessary to deal with divergent ideas of classmates, patients, health care team members, and faculty.    |
| Works with Diversity              | • Develops an appreciation of diversity by working with students, patients, and health care team members from diverse backgrounds. |
| Teaches others new skills         | • Works with classmates to learn nursing procedures in skills lab.                                                            |
|                                   | • Develops skills in using audiovisual equipment and public speaking                                                        |
|                                   | • Develops beginning skills in patient/family teaching.                                                                       |
| Exercises leadership              | • Accepts role as leader during classroom interactive exercises and in developing group projects.                             |
| Negotiates                        | • Negotiates with classmates in the educational setting.                                                                       |

### Information Management
<table>
<thead>
<tr>
<th>Collects and organizes information</th>
<th>• Develops ability to collect and organize scientific and nursing information and materials.</th>
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<tbody>
<tr>
<td>Interprets and communicates information</td>
<td>• Seeks pertinent information with occasional assistance • Communicates effectively in clear, grammatically correct English.</td>
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### Systems

<table>
<thead>
<tr>
<th>Understanding the structure and dynamics of the entire organization</th>
<th>• Demonstrates awareness of personal role within the nursing program and as a beginning clinical nursing student.</th>
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</thead>
<tbody>
<tr>
<td>Monitors and Corrects Performance</td>
<td>• Demonstrates awareness of self and utilizes health and safety protocols in education and in the clinical area.</td>
</tr>
<tr>
<td>Improves or designs systems</td>
<td>• Developing an understanding of health care systems, personnel policies, and where appropriate, relevant labor laws</td>
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</table>

### Technology

<table>
<thead>
<tr>
<th>Selects technology and applies it to workplace tasks</th>
<th>• Able to use tools, technology, and equipment with supervision</th>
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</thead>
</table>

Competency in technology will be assessed by the student’s ability to submit required paperwork through technology and by taking examinations on the computer.

**DIFFERENTIATED ESSENTIAL COMPETENCIES OF GRADUATES OF TEXAS DIPLOMA AND ASSOCIATE DEGREE NURSING EDUCATION PROGRAMS (DECs)**

These competencies are written to guide nursing programs to meet the approval criteria established by the Texas Board of Nurses and to ensure that programs prepare graduates to provide safe, competent care to the people of Texas. A competency is described as “an expected level of performance that integrates knowledge, skills, abilities, and judgment” (American Nurses Association, 2008, p. 3)

The competencies are based on the four roles of the Nurse. These four roles are reflected in the Course outline include:

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Member of the Profession
1. Represent themselves and the profession of nursing in a manner which promotes the practice of professional nursing.
2. Function within the nurse’s legal scope of practice.

Provider of Patient Centered-Care
1. Utilize steps of a systematic problem-solving process which includes use of evidence-based practice outcomes.
2. Perform selected nursing skills in the learning laboratory according to approved standards and criteria and analyze simulated data to identify problems, formulate goals/outcomes, and develop plans of care based on evidence-based practice.
3. Examine current literature and implications for evidence-based practice findings to improve care of clients with simple health care needs.

Patient Safety Advocate
1. Discuss the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as federal, state, and local government and accreditation organization safety requirements and standards.
2. Practice principles of patient safety including safe patient handling and safe medication administration in the simulated laboratory.

Member of the Health Care Team
1. Identify community resources that facilitate continuity of care; health promotion, maintenance, and restoration and ensure confidentiality.
2. Differentiate relationships among members of the interdisciplinary health care team in order to be prepared to promote and maintain optimal health care for patients and families.

Pathophysiology Course Objectives:
1. Describe normal structure and function of cell, tissue, organ, and body systems.
2. Use appropriate terminology to describe pathological processes.
3. Discuss normal physiologic functions, which maintain dynamic equilibrium of the human body.
4. Correlate normal body functioning to physiologic changes occurring as a result of disease.
5. Discuss selected concepts of disordered function or form which leads to health disruptions and discomfort in the human organism’s relationship with the environment.
6. Discuss concepts of positive and negative feedback as related to human functioning.
7. Describe compensation within the human body.
8. Apply pathophysiologic concepts to common system disorders across the life span.
9. Use the nursing process, critical thinking skills, experience, and basic concepts of pathophysiology to case studies/activities.
Teaching/Learning Activities:
Power Points
Discussion Board

Content Outline:
- Introduction to concepts of pathophysiology in nursing
- Lifespan effects on disease processes
- Concepts related to body systems and selected alterations in function
- Concepts related to cellular biology and alterations in function
- Fluids & electrolytes, acids & bases
- Immunity
- Inflammation
- Hypersensitivity and Immune deficiencies
- Epidemiology, manifestation and treatment of cancer
- Concepts related to neurological function and dysfunction
- Mechanisms of hormonal regulation and alterations in regulation
- Concepts related to function and dysfunction of the digestive system
- Concepts related to function and dysfunction of the renal and urologic systems
- Function and alterations of the reproductive system
- Function and alterations of the hematologic and lymphatic systems
- Concepts related to function and dysfunction of the pulmonary system
- Concepts related to function and dysfunction of the musculoskeletal and integumentary systems
Attendance and Classroom Policies:
You should go online daily to check for updates and announcements for the course as well as to see if others have responded so that you can stay ahead on your postings. The online course week begins on Sunday morning at 7:00AM and ends on the following Sunday evening at **11:59PM**. Posts your initial response to the discussion board assignment by Wednesday by 11:59pm. Your 2 replies to your peer's initial responses are due by Sunday, **11:59PM**. Do not wait until the last day to submit your assignments. **LATE ASSIGNMENTS ARE NOT ACCEPTED. Points will be deducted for late assignments. THERE ARE NO MAKEUPS FOR ASSIGNMENTS OR EXAMS.**

Students must begin attendance in all classes of enrollment. No exceptions. Financial Aid will not be granted to students who have been certified as not attending, by the certification date. For this lecture course, your physical participation in class, on or before the certification date will allow you to receive credit for Financial Aid purposes. For certification dates, check with the division or Financial Aid Office for further information. Students, who are not certified as beginning class, are responsible for any payments due as a result of non-certification, to include the dropping of courses.

Some class content and discussion may be of a sensitive nature. **Confidentiality is of key importance and must absolutely be honored.**

Only the course instructor can excuse a student from course responsibilities. If the instructor cannot be reached via email, the student should leave a message with the nursing program administrative assistant or the instructor via voice mail. Any extenuating circumstance will be handled by the instructor.

Students are expected to adhere to and follow the policies as listed in the student handbook, the college handbook, the college web site, and the attendance policies as listed above.

**Attendance certification**
Although this is an online course an initial attendance for certification day must be obtained from each student. Therefore, everyone needs to send an email **through the course email tab in this course by 1/21/2016. Simply state your name and the word “present” after your name so that your attendance can be recorded. This step only needs to be done one time for the whole semester by the due date list above.**

**Educational Resources**
Students should use all of the resources necessary in order to understand the material and to achieve the best grades possible. These include, but are not limited to: participating in a **study group**, utilizing the materials which are on the EVOLVE website, utilizing the MVC learning center and the programs on learning which it provides, meeting with the instructor as needed, getting a tutor, and researching any topics which may be unfamiliar or difficult. The student should become familiar with Blackboard and **check it several times.**

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times weekly for announcements, grades, and other pertinent information. In order to use the Blackboard e-mail system, the student’s e-mail address must be kept up to date with the college. Problems with Blackboard should be referred to the Blackboard telephone help desk, 972-669-6402.

Exams and Assignments:

Faculty members determine the specific assignments and exams for their courses. There will be 11 formal exams including the final in this course. All exams will be 50 questions each. The exams will be taken in Blackboard. You will be allotted 75 minutes for each exam. The Final will be comprehensive and have 75 questions. For the Final you will have 90 minutes. All exams will close by 11:59 pm on Sunday. Student participation is mandatory in all Discussion Boards. You must make sure you are in a Wi-Fi location that will not allow you to be kicked out of the exam. If your Wi-Fi location is not strong enough while you are testing, then it is encouraged that you come to the campus computer lab or testing center to take your exam. Once you have started the exam, you will not be able to restart the exam and the exam will not be reset by the instructor. Whatever grade you end up with, is the grade you will receive in gradebook. During the exams, you will not be allowed to go back to the previous questions or save the question for later. Once the exam has started, it must be completed. NO exceptions or excuses. Because of exam security, you will not be able to review or see your questions or answers once you have completed the exam.

Grading Scale:

Students are responsible for their own academic performance. The Mountain View College Nursing Program faculty has determined that a grade of "C" is the minimum acceptable grade for enabling a student to proceed to the next nursing course. The student must earn a grade of "C" or higher in every course required for a given semester or group of related courses in order to progress to the next semester. The faculty believes that students "earn" their academic grades rather than faculty "giving" grades to students.

The requirements for a particular letter grade in this course are listed below:

A = 92 – 100
B = 84 – 91
C = 75 - 83
D = 67 - 74
F = Below 67

The grading scale in this course is consistent with the grading scale of all courses in the nursing program. Throughout the nursing program, no grades including the final grades will be rounded up. For example: if the student makes a 74.9 on any test, assignment or
as a final course grade, the grade computes to a ‘D’ or if a student has an 83.9, the grade computes as ‘C’.

In compliance with the Family Educational Rights and Privacy Act of 1974, the following procedure will be observed by the nursing faculty: *No grade will be given over the telephone to a student or any other person under any circumstances. Grades will be available via E-campus in gradebook.*

**Grade Calculation:**
The grade for RNSG 1311 will be based upon the student’s performance in the following areas. Each area is apportioned a specific percentage of the total grade.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>5%</td>
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<tr>
<td>Exam 2</td>
<td>5%</td>
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<tr>
<td>Exam 3</td>
<td>5%</td>
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<tr>
<td>Exam 4</td>
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<td>Exam 5</td>
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<td>Exam 6</td>
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<td>Exam 7</td>
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<td>Exam 8</td>
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<tr>
<td>Exam 9</td>
<td>5%</td>
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<tr>
<td>Exam 10</td>
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<tr>
<td>Discussion Board #1</td>
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<td>Discussion Board #2</td>
<td>2%</td>
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<tr>
<td>Discussion Board #3</td>
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<td>Discussion Board #4</td>
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<td>Discussion Board #5</td>
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<td>Discussion Board #13</td>
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<td>Discussion Board #14</td>
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<td>Discussion Board #15</td>
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<tr>
<td>Final</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>
**Discussion Board grading is as follows:**

RNSG 1311 Pathophysiology Discussion Board Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>(2 points) Outstanding</th>
<th>(1.5 points) Proficient</th>
<th>(1 points) Basic</th>
<th>(1 points) Below Expectations</th>
<th>(0.5 points) Below Expectations</th>
<th>(0 points) Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>Initial posting is rich in content full of thought, insight, and analysis</td>
<td>Initial posting is substantial information thought, insight, and analysis has taken place</td>
<td>Initial posting is generally competent</td>
<td>No initial posting</td>
<td>No initial posting</td>
<td>No initial postings and no replies to peers</td>
</tr>
<tr>
<td>Connections</td>
<td>Replied to two peers post</td>
<td>Replied to 1 peers posting</td>
<td>No replies to peers postings</td>
<td>Replies to two peers postings</td>
<td>Replies to one peers postings</td>
<td></td>
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<tr>
<td>Uniqueness</td>
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<td>Timeliness</td>
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<tr>
<td>Stylistics</td>
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Points applied

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<tr>
<th>Grade/points</th>
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*Each initial and responses must be at least 100 words. Points are taken off for assignments not completed and late assignments.*

Instructor comments:

__________________________________________

__________________________________________

*****When posting your discussion boards, please cite your sources. DO NOT use Wikipedia, Google, or WebMD in your reference list. References should be in APA edition 6 format and in alphabetical order. Refer to the resource tab for APA style. Procedures for students who are unsuccessful: Any student earning a grade of 75 or below on an exam must notify the instructor to analyze the exam results and to develop a plan for improvement. Notification is the student’s responsibility.*
A student who withdraws from this course may continue to audit the course. The student cannot take exams if auditing the course. If a student withdraws from or fails this course, the course must be repeated in full with a grade of “C” or higher in order to obtain credit for it.

Grade Appeals
A student who wishes to appeal a grade should follow these guidelines:
1. Notify your instructor to discuss your performance. Ask why you received the grade you did.
2. If you are unable to resolve the situation at that level, speak with the Nursing Director.
3. If you then continue to appeal a grade, file an appeal with the Executive Dean for Science, Nursing, Allied Health, and P.E. (SNAP)
4. If you are still dissatisfied, you may request an appointment with the MVC Vice-President for Instruction.
5. Students may also discuss the situation with the Mountain View College counselors, especially the nursing counselor, but this does not take the place of formal appeals via the chain of command as listed above.

INSTITUTIONAL POLICIES:

Withdrawal Policy:
The official drop date changes each semester and with each course. If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by 4/14/2016. Failure to do so will result in your receiving a failing grade of “F”. If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a "W" (Withdraw) in each class dropped. If you drop one of the cohort courses in the semester (Concepts, Skills, and Clinical Lab), you must drop them all.

Stop Before You Drop
For students who enrolled in college level courses for the first time in or after the fall of 2007, Texas Education Code 51.907 limits the number of courses each student may drop. You may drop no more than 6 courses during your entire undergraduate career in Texas state colleges unless the drop qualifies as an exception. Your nursing counselor can give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses in state colleges with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: [https://www1.dcccd.edu/coursedrops](https://www1.dcccd.edu/coursedrops)
Repeating This Course:
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: https://www1.dcccd.edu/cat0506/ss/oep/third_attempt.cfm.

Financial Aid:
If you are receiving financial aid grants or loans, you must attend all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

Students must begin attendance in all classes of enrollment. No exceptions. Financial Aid will not be granted to students who have been certified as not attending by the certification date. For this lecture class, your physical participation in class, on or before the certification date, will allow you to receive credit for FA purposes. For certification dates, check with the division or FAO for further information. Students, who are not certified as beginning class, are responsible for any payments due as a result of non-certification, to include the dropping of courses. Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

If you are receiving financial aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

The Texas Success Initiative (TSI)
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at https://www1.dcccd.edu/cat0506/admiss/ksi_requirements.cfm.
Academic Honesty:
Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at https://www1.dcccd.edu/cat0406/ss/code.cfm.

ADA Statement:
If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office (W145) at 214-860-8691.

Religious Holidays:
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence. The instructor MUST be notified prior to the absence.

Disclaimer Reserving Right to Change Syllabus:
The instructor reserves the right to amend this syllabus, the class schedule and related materials as necessary.

Inclement Weather:
In the event of inclement weather which affects regular scheduled classes and events on the Mountain View campus, the Dallas County Community College District and Mountain View College offer several means of notification:

1. The DCCCD and Mountain View College web pages will display a notification of any closings or delays.
2. You may call the Inclement Weather Hotline at 214-860-8888 after 6:00 a.m. to hear a recorded message informing you of closings or delays.
3. You may sign up for free emergency alerts at http://www.dcccd.edu/aboutdcccd/newsandevents/news/pages/emergalerts02-09-10.aspx. Alerts will be sent by text message, email, and voice message. You are encouraged to take advantage of this free service.
4. You also may refer to announcements on major television and radio stations in the event that the DCCCD or Mountain View College Internet sites cannot be accessed or the phone hotline is busy.
For a complete listing of MVC and DCCCD policies, refer to http://www.tasb.org/policy/pol/private/057501/. The highlighted policies below provide partial listing off the duties, rights and responsibilities of students enrolled in MVC courses.

**Early Alert**
Journey to Success (commonly known as ”Early Alert”) is a program designed to help DCCCD students identify and overcome obstacles they are facing during the pursuit of academic and career goals. The program is available to all DCCCD credit students who need help and guidance to achieve said goals. Specially trained coordinators, success coaches and faculty members at MVC volunteer their time to take part in Journey to Success.

**Below is the syllabus contract, please sign (true signature not computerized) the contract for the faculty and scan to the drop box in your course. When you sign this contract, you have read and understood the information in the syllabus. Go to the course, select the tab (contract drop box) and submit your contract there. This needs to be completed by 1/21/2016 or you will be dropped from the Pathophysiology course.**
2016SP RNSG 1311 NURSING PATHOPHYSIOLOGY

Student Contract and Acknowledgment/student copy

In recognition of the professional nature of nursing as well as the professionalism stressed in the nursing program, I attest to the following:

_____ I have read and reviewed the syllabus, course description, learning outcomes & objectives.  
    I have had time and opportunity to clarify any unclear areas.

_____ I understand the importance of preparing for this course before class, clarifying unclear areas in class, and participating in group discussions.  I understand that I earn a grade; that just meeting minimal requirements does not earn an A.

_____ I understand the importance of being on time, being prepared and not missing class.  I will not wait until the last minute to turn in assignments or turn them in late.

_____ I will not be late to class or leave early.

_____ I understand my role in limiting cross-conversations and other distractions or disruptive behaviors, including, but not limited to, cell phones, eating, entering and leaving frequently, loud noises, computer noise, etc. in class.

_____ I will leave the room clean of debris and papers.

_____ I understand the withdrawal date in this semester is 4/14/2016.

_____ I understand the Academic Honesty Policy and the Student Code of Conduct.  I understand that not reporting cheating makes me culpable.  Nurses are held to a higher degree of honesty and must protect the profession and the patients under our care.

_____ I have read and understand the testing schedule and will bring the correct Scantron® to any exam situation where one is required.

_____ I understand how the course is graded, including tests, quizzes, and any extra assignments.

_____ I understand the “drop”, exit interview, and grievance policies.

_____ I know how to reach my instructor if I need to be absent or need help with the course

_____ I understand that it is my responsibility to maintain my grades.

_____ I understand that a final grade below “C” will not be rounded up.

_______________________  _________________  ____________
Print Name                  Signature                Date
In recognition of the professional nature of nursing as well as the professionalism stressed in the
nursing program, I attest to the following:

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Print Name ___________________________ Signature ___________________________ Date __________