Course Description
This course examines the pathophysiological alterations that can present in patients across the lifespan including genetic, acute, and rehabilitative conditions. Students will be introduced to variables that impact the etiology and the human response to various disease states as well as optimal levels of wellness, recognizing that these variables will provide the basis for evidence-based nursing care.

Credit hours: 3 (3+0) 3 lecture hours/week = 45 hours/semester
Prerequisites: Admission to the BSN program

Course Outcomes
1. Explain the human response to disease occurrence from a theoretical perspective. (Theoretical Base for Practice)
2. Identify the unique etiology, manifestations, and special considerations related to disease occurrence in diverse populations. (General Nursing Practice)
3. Report on current evidence-based articles related to disease pathophysiology, health promotion, and disease prevention. (Scholarship of Practice)

Instructional Delivery Method & Schedule
This didactic course is offered in a mixed delivery format, meeting once per week, with some course work also completed online. See detailed course schedule. Students will meet face to face with the instructor as follows:

Class day/time/location: Thursday, 12:00 pm – 2:50 pm, MCO 212

Required Course Materials

Course Learning Activities & Assessment Methods

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Assessed</th>
<th>Percent of Total Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Quizzes (10 graded, drop worst grade quiz, each quiz = 1%)</td>
<td>1, 2</td>
<td>10%</td>
<td>See Proposed Course Schedule</td>
</tr>
<tr>
<td>3 Exams</td>
<td>1, 2</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>1, 2</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Evidence-based Teaching Brochure</td>
<td>1, 2, 3</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Proctored Kaplan Exam (test-3%, remediation-2%)</td>
<td>2</td>
<td>5%</td>
<td></td>
</tr>
</tbody>
</table>
School of Nursing Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range 1</th>
<th>Grade</th>
<th>Range 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>C</td>
<td>75-78</td>
</tr>
<tr>
<td>A-</td>
<td>92-94</td>
<td>C-</td>
<td>72-74</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>D+</td>
<td>69-71</td>
</tr>
<tr>
<td>B</td>
<td>85-88</td>
<td>D</td>
<td>65-68</td>
</tr>
<tr>
<td>B-</td>
<td>82-84</td>
<td>D-</td>
<td>62-64</td>
</tr>
<tr>
<td>C+</td>
<td>79-81</td>
<td>F</td>
<td>61 and below</td>
</tr>
</tbody>
</table>

Testing Policy: Students will be required to earn a passing grade (74.45% or higher) in the objective testing category (excluding quizzes) in order to pass the course. Each course will assign 1 point per test question. The student must get 74.45% of the total number of questions/points correct at the end of the course.

*** If you do not meet this requirement your grade for the semester will be based only on your test scores.

This School of Nursing policy is in place to ensure that the student will be prepared to take the NCLEX exam.

Course Policies
Students are referred to the College of Health Professions for standard academic policies established by Ferris State University. Please review the policies pertaining to: Academic misconduct, probation, and dismissal; disruptive behavior, and attendance.
http://www.ferris.edu/HTMLS/colleges/alliedhe/Policies.htm

Students are referred to the Handbook for Undergraduate Nursing Students for academic policies established by the School of Nursing: Please review the policies covered in the General Information and Academic Policies for nursing sections.

Course Format
The format of the class will require students to be active participants in the learning process. Students are expected to complete assigned readings prior to the class meeting, to attend all classes, and to be ready and willing to actively discuss and problem-solve nursing care issues related to nursing practice. Critical thinking will be stimulated through Socratic questioning and small group activities. You will not receive credit for in class work if you are absent.

Course Learning Resources

Quizzes (10%): There will be eleven (11) online quizzes, each with 10-20 questions, during this course. Quizzes will open Thursday at 3:00 pm and close Saturday MN. Quiz dates are designated in the course schedule. Thirty minutes will be allotted for quiz completion. Students must give the instructor prior notice of an absence from a quiz to be given consideration for a make-up.
Tests (75%):
During the course, there will be three tests and one comprehensive final exam. Dates and times these tests/exam must be taken are designated in the course schedule. Tests will contain approximately 40-50 multiple-choice questions on content addressed in weekly assignments and readings. Students will have 60 minutes to complete these individual tests. The final exam will be comprehensive and contain approximately 75 multiple-choice questions. In addition, exam/test make-ups are at the instructor’s discretion. Students must give the instructor prior notice of an absence from an exam/test to be given consideration for a make-up. If a student is absent for a test/exam a 20% grade reduction may be applied prior to beginning the make-up exam.

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Students are referred to the Handbook for Undergraduate Nursing Students for academic policies established by the School of Nursing: Please review the policies covered in the General Information and Academic Policies for nursing sections. http://www.ferris.edu/HTMLS/colleges/alliedhe/Nursing/RN-to-BSN/Handbook-for-Undergrad-Nursing-Students-2012.pdf

Testing Guidelines:
To prepare students for administration of the NCLEX-RN exam, the following rules will apply to students testing within Ferris State University's School of Nursing:

1. Missing an exam for any reason beyond acceptable absences will invoke a minimum penalty of 10-25% of the total test points. Tests will begin promptly as scheduled; late arrivals to class will not be granted extended testing time; you must finish the test within the time period allotted.

2. Approximately 60 minutes (up to 90 seconds per question) will be allotted for each student to take the test individually. During this time, help from any other party in answering test questions will not be allowed. All information sources and personal items must be in a closed backpack/briefcase and placed at the back or sides of the room prior to initiation of the test. Personal items at each desk will be limited to a pen and/or pencil. One transparent water bottle is permissible. Students will be provided with a calculator and scratch paper as needed.

3. When necessary, students may be allowed to leave the testing area to use the restroom. Measures to reduce the possibility of cheating with this practice will be utilized. Suggestions include:

   a. Electronic testing: Disable backtracking.

4. Collaborative or group testing may be used in any course at the discretion of the faculty member, but is not required. If collaborative testing is used, no more than 2% may be added to students' individual test scores for collaborative testing following an individual test. For example, for a group score of 95-100%, group members will be awarded a 1 question addition to their individual score. For group scores of 90-94%, an award of 0.5 of a question's value will be added. At the
faculty discretion, collaborative group points may not be added to an initial individual test score of less than 75%. Collaborative testing will not take place during the final exam.

**Kaplan Testing (5%):** Kaplan testing will serve the purpose of simulating NCLEX testing and has been integrated in NURS 264.

There is one proctored Kaplan exam as designated in the course schedule. The purpose of Kaplan examination is to expose the student to standardized NCLEX test questions and benchmark their preparedness for the NCLEX exam. However, failure to take the proctored exam will result in an incomplete for the course.

It is in your best interest to use Kaplan as preparation for the NCLEX exam.

<table>
<thead>
<tr>
<th>Percentile Ranking</th>
<th>Course Grade (3%)</th>
<th>Remediation (2%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>51st or higher</td>
<td>100</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>40th – 50th</td>
<td>90</td>
<td>2 hours</td>
</tr>
<tr>
<td>30th – 39th</td>
<td>80</td>
<td>2.5 hours</td>
</tr>
<tr>
<td>20th – 29th</td>
<td>70</td>
<td>4 hours</td>
</tr>
<tr>
<td>Below 20th</td>
<td>60</td>
<td>4 hours</td>
</tr>
</tbody>
</table>

**Accountability:** You are expected to keep track of due dates and assignments. I will notify you if there is a problem with a submitted assignment but will not generally contact you if you have failed to submit assigned work.

**Communication:** You are expected to check email and the course website **every 48 hours** at minimum during the semester (although recommended every day). You should also respond to emails or course messages from me, other faculty and other students within 48 hours. I will strive to answer all emails/course messages within 48 hours. If you have not received a response within that time frame, you may text me. Individual faculty communication preferences are discussed below:

Professor Brown: I prefer email communication, course messages for less urgent matters. Please do not use my office phone number for any urgent message as I check it only 1-2 times weekly. If it is of a very urgent manner you may text or call my cell phone.

**Attendance Policy:** Barring any unforeseen circumstances, I will be in class (laboratory, etc.) for each session outlined in the Course Schedule above. If, for some reason, I cannot be in class, I will either (a) inform you ahead of time or (b) make arrangements with another faculty member to be present. So, the take-home message for you is: Come to class. Speaking of, your attending every class (laboratory, etc.) session is both my expectation and to your advantage. Regarding the latter, the research that examines the relationship between attendance and performance (e.g., a grade) consistently shows a positive relationship between regular attendance and strong performance (e.g., Moore, et al., 2003; Credé, et al., 2010). So, if succeeding in this class and at Ferris State University in general are your goals (and I hope they are, as they certainly are mine!), plan never to miss a class session. There may, of course, be situations in which you will miss class. If you could let me know via email that you will not be at class, this will help ease my worry about your status.
**Inclusive, Respectful, Engaged Learning Environment:** I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class; you will not be permitted to participate further.

**Cell Phones and E-Devices:** If you bring a cell phone or other e-device to class, please assure that is it either off or on silent mode and put out of sight. If you have an unusual situation during which you may need to take or respond to a call or text during class, please let me know before class begins and, if possible, sit near the door and slip out quietly to talk or send a text. Please know that, otherwise, texting (sending or receiving) during class is distracting and should not occur. Laptop computers or other e-devices are permitted for note-taking and class activities requiring usage; web browsers and communication tools for purposes other than this should be closed.

**University Policies**

University and College Standards, Procedures, and Policies Other policies exist that are designed to support your success in this course, at Ferris State, and in your professional life. To be clear, these policies apply to you in this course. Examples of additional policies include:

- Code of Student Community Standards, including Disciplinary Procedures: [http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/](http://www.ferris.edu/htmls/administration/StudentAffairs/Studenthandbook/)
- Academic Misconduct, including Cheating, Fabrication, Facilitating Academic Dishonesty, Interference, Plagiarism, Violation of Course Rules, and Violation of Professional Standards and Ethics (from the Code of Student Community Standards (see, specifically, [http://www.ferris.edu/HTMLS/administration/studentaffairs/studenthandbook/general/homepage.htm](http://www.ferris.edu/HTMLS/administration/studentaffairs/studenthandbook/general/homepage.htm))
- Student Dignity and Harassment Policy (from the Code of Student Community Standards (see, specifically, [http://www.ferris.edu/HTMLS/administration/studentaffairs/studenthandbook/administrative/homepage.htm](http://www.ferris.edu/HTMLS/administration/studentaffairs/studenthandbook/administrative/homepage.htm))

**Disability Statement:**

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, please contact the Disabilities Services office at 231.591.3057 or send an e-mail message to ecds@ferris.edu to discuss your request further. More information can be found online at: [http://www.ferris.edu/htmls/colleges/university/disability](http://www.ferris.edu/htmls/colleges/university/disability).

If you have already registered with Disabilities Services, please let me (your instructor!) know as soon as possible for assistance with classroom accommodations.

**Other Student Support Services:**
In addition to the support and assistance I can provide to help you be successful in this course, Ferris State University has a number of offices and services to support you. They include:

**Academic Support Center and Tutoring:** [http://www.ferris.edu/HTMLS/colleges/university/ASC/](http://www.ferris.edu/HTMLS/colleges/university/ASC/)

**The Writing Center:** [http://www.ferris.edu/HTMLS/statewide/resources/writing.htm](http://www.ferris.edu/HTMLS/statewide/resources/writing.htm) “Strategies for YOUR Educational Success” workshops; a link to the Fall 2013 Workshop Schedule is at: [http://www.ferris.edu/HTMLS/colleges/university/eccc/strategies.htm](http://www.ferris.edu/HTMLS/colleges/university/eccc/strategies.htm)

**Personal Counseling Center:** [http://www.ferris.edu/HTMLS/studentlife/PersonalCounseling/index.htm](http://www.ferris.edu/HTMLS/studentlife/PersonalCounseling/index.htm)

**Disability Services:** [http://www.ferris.edu/HTMLS/colleges/university/disability/](http://www.ferris.edu/HTMLS/colleges/university/disability/)

**Educational and Career Counseling:** [http://www.ferris.edu/HTMLS/colleges/university/eccc/assessment.htm](http://www.ferris.edu/HTMLS/colleges/university/eccc/assessment.htm)

**Librarians:** at FSU Library for Information Technology and Education (FLITE; see [http://www.ferris.edu/library/](http://www.ferris.edu/library/))

Nursing Librarian: Ali Konienczny, 231-591-3639,
[http://www.ferris.edu/library/employee/konieca.html](http://www.ferris.edu/library/employee/konieca.html)