

CURRICULUM GUIDELINES

A: Division: **Instructional**

Date: **December 20, 2000**

B: Department/
Program Area: **Health Sciences**

New Course

Revision

If Revision, Section(s) Revised: **Sections F, K, L, N, Q**

Date Last Revised:

October 2, 1995

C: **NURS 217**

D:

Health Science IV: Pathophysiology

E:

2.0

Subject & Course No.	Descriptive Title	Semester Credits												
<p>F: Calendar Description: This course is a continuation of Health Sciences III. The focus is on concepts and mechanisms of alteration in homeostasis. The course includes etiology, pathogenesis, growth and development variations, complications, clinical manifestations, diagnosis and treatment of selected health challenges. This course relates directly to application in professional nursing practise.</p>														
<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture/Seminar</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Lecture/Seminar 3.0/wk</p> <p>Number of Weeks per Semester: 15</p>	<p>H: Course Prerequisites: NURS 207</p> <hr/> <p>I: Course Corequisites: Nil</p> <hr/> <p>J: Course for which this Course is a Prerequisite: NURS 228</p> <hr/> <p>K: Maximum Class Size: 36</p>													
<p>L: PLEASE INDICATE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td style="width: 80%;">Non-Credit</td> <td style="width: 10%;"></td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> <td></td> </tr> <tr> <td style="border: 1px solid black; text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Requested <input type="checkbox"/></td> <td style="text-align: center;">Granted <input checked="" type="checkbox"/></td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca) Direct transfer to Collaborative Nursing Program in B.C. partner sites.</p>			<input type="checkbox"/>	Non-Credit		<input type="checkbox"/>	College Credit Non-Transfer		<input checked="" type="checkbox"/>	College Credit Transfer:			Requested <input type="checkbox"/>	Granted <input checked="" type="checkbox"/>
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M: Course Objectives/Learning Outcomes [Ends-in-view]

In this course students study pathophysiology concepts and their application to nursing practise. Students have opportunities to:

- develop an understanding of the basic concepts and mechanisms involved in alterations in homeostasis and the ability to apply these concepts to a variety of health challenges
- develop an understanding of the interrelatedness and relationships among a variety of health challenges
- develop an understanding of the impact of a variety of health challenges on clients
- integrate theory and apply concepts to client situations and clinical practise
- recognize individual differences in homeostasis and presentation of disease in clients
- develop the ability to use a variety of resources to facilitate independent study of health challenges

N: Course Content [Overview]

An outline of the concepts and mechanisms relative to homeostasis that are addressed in this course is presented below. Each of these is elaborated in relation to the foundational concepts, i.e. context/cultural, time/transitions, ways of knowing and personal meaning. Etiology, pathogenesis, growth and development variations, complications, clinical manifestations, diagnosis and treatment are presented for each of the selected health challenges.

Change in the Respiratory System

- Chronic Obstructive Pulmonary Disease

Acid - Base Imbalances

- respiratory acidosis
- respiratory alkalosis
- metabolic acidosis
- metabolic alkalosis
- mixed disturbances

Change in the Endocrine System

- type I diabetes mellitus
- type II diabetes mellitus

Change in the Reproductive System

- sexually transmitted diseases
- benign prostatic hyperplasia
- cancer of the prostate
- cancer of the breast

Change in Cell Growth and Differentiation

- classification, characteristics and examples of neoplasms
- grading and staging
- causes
- tumor - host interactions
- factors influencing development
- complications of cancer and cancer treatment
- treatment

Immunology

- immunodeficiency
 - C primary
 - C secondary
- hypersensitivity
 - C type I,
 - C type II,
 - C type III
 - C type IV
- autoimmunity

N: Course Content [Overview] continued

Inflammation

- chronic

Change in Hepatic Function

- hepatitis
- cirrhosis

Change in the Central Nervous System

- head injury
- cerebral vascular accident
- multiple sclerosis
- Alzheimer's disease

Change in the Renal System

- C urinary tract infections
- C renal failure

O: Methods of Instruction [Learning Process]

It is the faculty's intent to facilitate student learning by focusing on ways of knowing about pathophysiology in relation to a wide variety of health challenges. Learning activities include lecture and group discussion, nursing case study analysis and group work, group or individual research and presentation. Students derive knowledge by actively engaging in learning activities, by relating course content to clinical practise situations and by critically reflecting on the application process.

P: Textbooks and Materials to be Purchased by Students [and other Learning Resources]

1. Planned Praxis Experience

- C Personal experience
- C Resource family
- C Generative family
- C Family experiencing episodic health challenge
- C Nursing practise experience

2. A list of recommended textbooks and materials is provided for students at the beginning of each semester.

3. Other Resources

- C Medical-surgical nursing textbook
- C Pharmacology textbook
- C Pathophysiology textbook
- C Diagnostic test textbook
- C Nutrition textbook
- C Microbiology textbook
- C Selected readings from books and journals
- C Selected audio-visual and computer resources

Q: Means of Assessment

Evaluation is consistent with Douglas College Curriculum Development and Approval Policy. There will be a minimum of three assessments which will typically include exams, quizzes, papers and/or student presentations. An evaluation schedule is presented at the beginning of the course. Respect for individual choices and an openness to negotiation guide decisions about methods of evaluation.

This is a graded course.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Yes.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar