

ANGELO STATE UNIVERSITY
MASTER of SCIENCE in NURSING
NUR 6324
ADVANCED PATHOPHYSIOLOGY
FALL 2019

BEVERLY GREENWALD, PhD, MSN, FNP-BC, NP-C, CGRN, RN



ANGELO STATE UNIVERSITY
Department of Nursing

COURSE NUMBER

NUR 6324

COURSE TITLE

Advanced Pathophysiology

CREDITS

Three Semester Credit Hours (3-0-0)

Online Class: Meets completely online using Blackboard

PREREQUISITE COURSES

Biology 3324 or equivalent

CO-REQUISITES

None

PRE-REQUISITE SKILLS

Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Nursing Program. Collaborative management programs such as PBwiki may be used for group projects. Computer access requirements are further delineated in the Graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Nursing Handbook found on the Nursing home page should be reviewed before taking this course.
http://www.angelo.edu/dept/nursing/student_resources/grad_info.php

COURSE DELIVERY

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at [ASU's Blackboard Learning Management System](#)

For online classes, the level of academic rigor is parallel to that of a face-to-face section of the same course and is aligned with departmental standards. Students are advised to approach this course with the same commitment they would make to a face-to-face course. This course is worth 3 credits and like the face-to-face courses, **students will be expected to 'attend' 3 times per week**. Attendance is *required* asynchronously (meaning any time of day) on 1) Sunday or Monday *and* 2) Tuesday or Wednesday *and* 3) Thursday or Friday during the 5 weeks there are graded Discussion Boards (please see Discussion Board dates in EVALUATION AND GRADES and use the table at the end of the syllabus, where the dates are again posted, to keep track of adequate postings).

TECHNICAL REQUIREMENTS

Please see technical requirements for MSN classes at this link:

http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php

TECHNICAL SUPPORT

Helpdesk: 325-942-2911 or helpdesk@angelo.edu

FACULTY

Beverly Greenwald, PhD, MSN, FNP-BC, NP-C, CGRN, RN

Office: online faculty

Phone: (701) 261-4795

Fax: (325) 942-2236

Beverly.Greenwald@angelo.edu

OFFICE HOURS

Please arrange office hours by phone or email. I am available most times during the week or weekends.

TIME ZONE

ASU and this faculty are on Central Standard Time (CST). All due dates and times in this syllabus are CST. Students working outside of CST will need to make the necessary adjustments and comply with CST.

COURSE DESCRIPTION

A study of the function of the human body as it is altered by and responds to disease, including disease manifestations, mechanisms of disease production and response, and the physiological basis of diagnostic and therapeutic procedures. This course provides coverage of human diseases organized by the body system which they affect.

COURSE OVERVIEW

This course enhances the students' basic knowledge of pathophysiology and allows them to apply their new knowledge to cases across the lifespan. Special emphasis is placed upon the genetics, cultural influences, and effects of aging on pathophysiologic conditions. Success in this course is dependent on student participation. This course is designed to meet the needs of the registered nurse student in the Family Nurse Practitioner and Nurse Educator programs.

MSN PROGRAM OUTCOMES

Upon completion of the program of study for the MSN, the graduate will be prepared to:

1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a Master's prepared nurse.

STUDENT LEARNING OUTCOMES

Student Learning Outcome By completing all course requirements, students will be able to:	Assessment(s) and activity(ies) validating outcome achievement:	Mapping to MSN Program Outcomes	Mapping to AACN Essentials	Mapping to NONPF Competencies
-1-Integrate knowledge from the sciences to explain signs and symptoms of physiological, pathophysiological and behavioral processes across the life span.	Case Study Discussion Board Quizzes	1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.	I: Background for Practice from Sciences and Humanities -1-Integrates nursing and related sciences into the delivery of nursing care to diverse populations.	-1-Scientific Foundations Competencies -2-Integrates knowledge from the humanities and sciences within the context of nursing science.
-2-Analyze the relationship between normal physiology and pathological phenomena produced by altered states across the life span.	Case Study Discussion Board Quizzes	1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.	I: Background for Practice from Sciences and Humanities -1-Integrates nursing and related sciences into the delivery of nursing care to diverse populations.	-1-Scientific Foundations Competencies -2-Integrates knowledge from the humanities and sciences within the context of nursing science.
-3-Analyze the scientific basis of illness prevention, health promotion, and wellness across the life span.	Case Study Discussion Board Quizzes	1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.	I: Background for Practice from Sciences and Humanities -1-Integrates nursing and related sciences into the delivery of nursing care to diverse populations.	-1-Scientific Foundations Competencies -2-Integrates knowledge from the humanities and sciences within the context of nursing science.

-4-Examine current and emerging genetic/genomic evidence in providing advanced nursing care across the life span.	Case Study Discussion Board Quizzes	1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.	I: Background for Practice from Sciences and Humanities -2- Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment.	-1-Scientific Foundations Competencies -2-Integrates knowledge from the humanities and sciences within the context of nursing science.
-5-Employs and understands the pathological basis of screening and diagnostic strategies in the development of diagnoses across the life span.	Case Study Discussion Board	9. Practice at the level of a Master's prepared nurse.	IX: Master's-Level Nursing Practice -2-Apply the best available evidence from nursing and other sciences as the foundation for best practice.	-9-Independent Practice Competencies -3c-Employs screening and diagnostic strategies in the development of diagnoses.

REQUIRED TEXTS AND MATERIALS

Banasik, J., & Copstead, L. (2019). *Pathophysiology* (6th ed.). St. Louis, MO: Elsevier. ISBN 978 0 323 35481 3

(Only the print version is allowed during the open-text quizzes.) Students may purchase both versions: one to read on electronic devices and the print version for the open-text quizzes. Students will use this text as a resource in the remaining courses in our curriculum so a rental text is not recommended.)

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: American Psychological Association. (2nd printing or higher) ISBN: 978-1-4338-0562-2 Students will want to purchase this text as it is used in every course in our program. There will be an APA Quiz during the first week and **this manual (in print version)** will need to be marked in advance of taking this quiz.

OTHER REQUIRED MATERIALS

NOTE: Access to exams will be through Respondus Lockdown Browser and will be video recorded via Respondus Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There is one practice quiz: a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through this practice quiz in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. Instructional videos and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University's Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

GRADING SYSTEM

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. All course requirements must be completed to pass this course.

The following grading scale is in use for this course:

A = 90.00-100 percent

B = 80.00-89.99 percent

C = 70.00-79.99 percent

F = <70 percent (Grades are not rounded up)

EVALUATION AND GRADES: Graded activities and percent of the overall course grade:

Graded Activity	Due Date	Date I need to start this assignment	Student Score / Points Possible	Percentage of Final Grade																								
<p>All MSN Nursing courses should be managed the same way, every semester. Here is a list of activities students should do for every course, every semester.</p> <p>Read the entire syllabus.</p> <p>Read the Student Handbook. Students are responsible to know this guide to academic success. The Student Handbook is found on the Nursing Homepage under 'Student Resources.' This handbook should be reviewed every semester.</p> <p><i>MSN Comprehensive Exam Review Guide:</i> found under Student Resources on the Nursing Home Page. Please concurrently complete this review guide <i>for each of your core courses</i> in preparation for this make-or-break-you exam. See the Student Handbook regarding the consequences of failing this important exam.</p> <p>Enter all due dates from the course schedule into a tracking system of the student's choice (calendar, outlook, appointment book...)</p> <p>Communication is essential in an online course. Communication requires 1) that a message is <i>sent</i> and 2) that the message is <i>received</i>. Ensure that <i>communication will be received</i>:</p> <ol style="list-style-type: none"> 1) via ASU email on a daily basis per the Department of Nursing requirements, 2) Review Discussion Boards and Announcements. The Question DB is a place where students can ask questions and learn from the questions other students have already asked. 3) Review the feedback faculty provide on the Grade Center for each submitted assignment. <p>Review each blue tab along the left side of the BB course.</p>	<p>Wednesday, Aug 28, 2018 at 11 pm</p>		0																									
Utilizes the Question Discussion Board to ask questions about the course and course expectations.	Every Monday, Wednesday, and Friday, <i>every week!</i> (Even if there is not a graded DB that week.)																											
APA Quiz (and Remedial Action Plan if score is less than 80%)	<p>Aug 30, 11 pm, Quiz Due</p> <p>Sept 6, 11 pm, Remedial Action Plan, if needed.</p>		___ / 22 points																									
Adrenal Insufficiency Clinical Practice Guidelines	Sept 6, 11 pm		___ / 5																									
<p>Discussion Board Participation</p> <table border="1"> <thead> <tr> <th>Week</th> <th>Weekly DB Score/15</th> <th>DB #, comments</th> </tr> </thead> <tbody> <tr> <td>1 Aug 26 – Aug 30</td> <td></td> <td>Ungraded Introduction DB</td> </tr> <tr> <td>3 Sept 8 – Sept 13</td> <td>/15</td> <td>DB#1 Chapter Discussion</td> </tr> <tr> <td>3 Sept 8 – Sept 13</td> <td>/15</td> <td>DB#1 Stress Case Study Discussion</td> </tr> <tr> <td>6 Sept 29 - Oct 4</td> <td>/15</td> <td>DB#2 Chapter Discussion</td> </tr> <tr> <td>9 Oct 20 – Oct 25</td> <td>/15</td> <td>DB#3 Chapter Discussion</td> </tr> <tr> <td>12 Nov 10 – Nov 15</td> <td>/15</td> <td>DB#4 Chapter Discussion</td> </tr> <tr> <td>15 Dec 1 – Dec 6</td> <td>/15</td> <td>DB#5 Chapter Discussion (ends at noon)</td> </tr> </tbody> </table>		Week	Weekly DB Score/15	DB #, comments	1 Aug 26 – Aug 30		Ungraded Introduction DB	3 Sept 8 – Sept 13	/15	DB#1 Chapter Discussion	3 Sept 8 – Sept 13	/15	DB#1 Stress Case Study Discussion	6 Sept 29 - Oct 4	/15	DB#2 Chapter Discussion	9 Oct 20 – Oct 25	/15	DB#3 Chapter Discussion	12 Nov 10 – Nov 15	/15	DB#4 Chapter Discussion	15 Dec 1 – Dec 6	/15	DB#5 Chapter Discussion (ends at noon)		15 points (Case Study DB) + 15 points for 5 Text Discussion DB = 90 points	
Week	Weekly DB Score/15	DB #, comments																										
1 Aug 26 – Aug 30		Ungraded Introduction DB																										
3 Sept 8 – Sept 13	/15	DB#1 Chapter Discussion																										
3 Sept 8 – Sept 13	/15	DB#1 Stress Case Study Discussion																										
6 Sept 29 - Oct 4	/15	DB#2 Chapter Discussion																										
9 Oct 20 – Oct 25	/15	DB#3 Chapter Discussion																										
12 Nov 10 – Nov 15	/15	DB#4 Chapter Discussion																										
15 Dec 1 – Dec 6	/15	DB#5 Chapter Discussion (ends at noon)																										
Chapter Quizzes	Each 5-point quiz is due <i>the week following</i> when the chapter was assigned. See the third column in the schedule, below,		54 quizzes, 5 points each = ___ / 270																									

	for each of these 54 due dates.			
Student Self-Evaluation of Student Learning Outcomes for this course	Dec 6 at 12 noon		___ / 1	
Total			___ / 298 points	100%

TEACHING STRATEGIES

Assigned readings, Internet resources, and written assignments. Individual consultation with instructor periodically and as needed.

Group discussion, problem-solving and research, and online activities will be used to promote student learning. Individual consultation with instructor periodically and as needed.

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers. A Discussion Board is provided in Blackboard specifically for students (“Student Lounge”) to share websites, articles, apps, and clinical experiences relevant to the course topics.

ASSIGNMENT DESCRIPTIONS

***Please note: Rubrics for all assessments are located at the end of this syllabus.**

APA Quiz:

There is a quiz on the APA Manual and an APA Guide. This quiz is 22 points and includes true/false, multiple choice, and fill-in-the-blank questions. A score of less than 80% on this quiz will necessitate a Remedial Action Plan submission to resolve difficulties with proper APA format.

Evidence-Based Clinical Practice Guideline:

One Evidence-Based Clinical Practice Guideline (PDF) on Adrenal Insufficiency is posted on course Module 1 and under the blue Assignments tab. Students are expected to prepare this guideline for use in clinical practice as either an Advanced Practice Nurse Educator or Family Nurse Practitioner. Each student can use a marking system of his or her own preference that will enhance his or her utility of these important guidelines. All members of the interdisciplinary care team need to be familiar with these Evidence-Based Clinical Practice Guidelines. Nurse Educators need to educate undergraduate nurses to utilize these guidelines to ensure they make appropriate assessments and seek orders to address observed changes in the patients’ conditions.

Discussion Board Participation:

Discussion Boards provide an avenue for synthesis of material / information. A Discussion Board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others’ opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assessments using the Discussion Board Grading Rubric to support individual answers to the assigned questions throughout this course. Note that citations are expected to support the information posted. Be sure to participate in the Discussion Board to which you are assigned. The Discussion Boards are the equivalent of a major, APA paper in this course and the efforts should be equivalent. Posts should reflect a higher level of learning from the Bloom’s Taxonomy such as application, analysis, evaluation, and creativity rather than merely stating factual information (remembering and understanding).

Quizzes:

Each chapter has a 5 question, multiple choice quiz, and is due the week following the discussion (see the schedule in this syllabus). The quizzes can be found on Blackboard under the blue ‘Quizzes’ tab. These quizzes are open book and open-resource.

Student Self-Evaluation of Student Learning Outcomes:

The Student Learning Outcomes for this course are listed in a table, above, and they are linked to the MSN Program outcomes, AACN Essentials, and the NONPF Competencies. Upon completion of this course, students will perform a self-evaluation regarding his or her success at meeting these Student Learning Outcomes.

GENERAL POLICIES RELATED TO THIS COURSE

All students are required to follow the policies and procedures presented in the following document:

- Angelo State University Student Handbook located on the ASU website: [Angelo State University's Student Handbook](#)

IMPORTANT UNIVERSITY DATES, FALL 2019

See Academic Calendar at: http://www.angelo.edu/services/registrars_office/academic_calendar.php

First Day of Class: August 26

Labor Day: September 2

Last Day to Withdraw: November 1

Thanksgiving Break: November 27, 28, and 29

Fall Semester ends: December 13

Final Exams Week: December 9 – December 13

Commencement: December 14

STUDENT RESPONSIBILITY & ATTENDANCE

This class is asynchronous, meaning students do not have to be on-line at a certain time. There are readings which students must complete to be able to adequately participate in individual and group assessments. **To complete this course successfully, students do have to participate in all course activities i.e. discussion boards, course projects, etc. as well as submit and pass all assignments.** Students are expected to engage in course activities and **submit work by due dates and times.** The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week, on average. **The course is set up so that students can work ahead which assists with time-management and timely completion of course objectives.**

Attendance is required asynchronously on 1) Sunday or Monday and 2) Tuesday or Wednesday and 3) Thursday or Friday during the 5 weeks there are graded Discussion Boards (please see Discussion Board dates in EVALUATION AND GRADES and use the table at the end of this syllabus, where the dates are again posted, to keep track of adequate postings).

Please note: students from other institutions, taking a one-time ASU course, are bound by ASU policies in this course.

COMMUNICATION

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that students use formal writing skills giving appropriate credit to the source of ideas. **Follow APA (2010) 6th edition (2nd Printing or higher, only) guidelines for referencing.**

Written communication via email: All private communication will be done exclusively through ASU email addresses. *Please check your ASU email daily* for announcements and policy changes. The **ASU Help Desk (800-942-2911 or 325-942-2911)** can help you get your ASU email on your cell phone to assist with this essential communication.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

Use Good "Netiquette":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Generally, words that are all capitalized are more difficult to read. **Excessive capitalizing** may be viewed as SHOUTING! **(Meaning that capitalizing does highlight a point without being deemed shouting.)**
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources. **Quotes should be used sparingly, if at all. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.**
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post. Be sure to *summarize, rather than copy* information from the internet or an article.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The above "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

ASSESSMENT SUBMISSION

All assessments need to be submitted through the Assessments link in the Blackboard course site. This requirement is for grading, documenting, and archiving purposes. Issues with technology arise from time to time. If a technology issue does occur regarding an assessment submission, email me at Beverly.Greenwald@angelo.edu and attach a copy of what you are trying to submit. **Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue.** This approach lets me know you completed the assessment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assessment through the appropriate link (grades cannot be assigned until student work is submitted in the appropriate spot). This process will document the problem and establish a timeline. Be sure to keep a backup of all work. **Be sure to hit 'save' prior to submitting your work** so the *completed* assignment gets submitted.

LATE WORK OR MISSED ASSESSMENTS POLICY

The course is set up on weekly modules. The week begins on Sunday at 1 am CST and ends on Friday at 11 pm CST. Assignment due dates are shown on the schedule. **Late submissions are not accepted without prior approval of faculty.** Students must complete all work for this course to pass this course, *even if the late submission is not accepted for a grade.* Faculty reserve the right to deduct points **if** late assignments are accepted past the original due date.

ACADEMIC HONESTY

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The **Archer College of Health and Human Services** adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook: [Angelo State University's Academic Integrity Policy](#). The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom

setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

PLAGIARISM

Plagiarism at ASU is a serious topic. The Angelo State University's Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly, if at all. You will not likely find quotes in a journal publication other than in phenomenological studies. **Rather than quoting, it is expected that you will summarize or paraphrase ideas** giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center: [Angelo State University's Writing Center Website](#)

STUDENTS WITH DISABILITIES

1. "Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation."

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at [\(325\) 942-2047](tel:3259422047) or [\(325\) 942-2211](tel:3259422211) (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

TITLE IX AT ANGELO STATE UNIVERSITY

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sex discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. As a faculty member, I am a Responsible Employee meaning that I will report any allegations I am notified of to the Office of Title IX Compliance in order to connect students with resources and options in addressing the allegations reported. You are encouraged to report any incidents to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator. You may do so by contacting:

Michelle Boone, J.D.

Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 200
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the *University Health Clinic and Counseling Center at 325-942-2173* or the *ASU Crisis Helpline at 325-486-6345*.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS

"A student who intends to observe a religious holy day should make that intention known in writing to the

COPYRIGHT POLICY

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a **daily basis**.

WEBLINKS:

- Board of Nursing for the State of Texas <http://www.bne.state.tx.us/>
- National Institute of Nursing Research (NINR)
<HTTPS://WWW.NIH.GOV/ABOUT-NIH/WHAT-WE-DO/NIH-ALMANAC/NATIONAL-INSTITUTE-NURSING-RESEARCH-NINR>
- National Magnet Agenda
<http://www.nursecredentialing.org/Magnet/ResourceCenters/MagnetResearch/NationalMagnetResearchAgenda.html>
- Campaign for Action (The Future of Nursing) <http://campaignforaction.org/>

COURSE EVALUATION

Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:

- 1 Learning to apply knowledge and skills to benefit other or serve the public good
- 2 Learning to analyze and critically evaluate ideas, arguments, and points of view

Evidence-Based Clinical Practice Guideline, Adrenal Insufficiency, 5 points. Due Sept 6, 11 pm

Assignment Description:

One Evidence-Based Clinical Practice Guideline (PDF) on Adrenal Insufficiency is posted on course Module 1 and under the blue Assignments tab. Students are expected to prepare this guideline for use in clinical practice as either an Advanced Practice Nurse Educator or Family Nurse Practitioner. Each student can use a marking system of his or her own preference that will enhance his or her utility of these important guidelines. All members of the interdisciplinary care team need to be familiar with these Evidence-Based Clinical Practice

Guidelines. Nurse Educators need to educate undergraduate nurses to utilize these guidelines to ensure they make appropriate assessments and seek orders to address observed changes in the patients' conditions.

Please read this entire assignment before beginning to do your work. The Self-Evaluation *Rubric is instructional* and designed to help you *do your work RIGHT THE FIRST TIME!* Please save yourself time by 1) reading the complete assignment *before starting on your work* and 2) using the Self-Evaluation as a check-list to ensure you *do your work right the first time!*

Learning Objectives:

Upon completion of this exercise students will be:

- 1) familiar with an Evidence-Based Clinical Practice Guideline.
- 2) able to utilize an Evidence-Based Clinical Practice Guideline to conduct a patient assessment and create a treatment plan for Adrenal Insufficiency.
- 3) able to utilize the advanced nursing process relative to the presenting complaint, history and physical assessment, lab and other diagnostic tests, differential diagnoses, underlying pathophysiology, prevention possibilities and management including age and cultural aspects, patient education, and appropriate follow-up.

Directions:

Go to the blue 'Assignments' tab on the BlackBoard course.

Find the submission link for this assignment: "Evidence-Based Clinical Practice Guideline, Adrenal Insufficiency" link on Black Board under the blue "Assignments" tab on the left.

Save the Word document as "nameadrenalinsufficiency" Example: "CourtneyAdrenalInsufficiency" (Your work is saved electronically for our site visitors/accreditors. Thank you for properly pre-labeling your files.)

Save the PDF Document as "nameadrenalinsufficiencyguideline"

Complete the following table and Self-Evaluation.

Self-Evaluation for the Evidence-Based Clinical Practice Guideline, Adrenal Insufficiency Exercise

Criteria	<i>Self-Evaluation</i>
Uses document template for Evidence-Based Clinical Practice Guideline, Adrenal Insufficiency provided under the blue tab, 'Assignments/Quizzes.'	
Saves the Evidence-Based Practice Guideline Word document as directed, Example: "CourtneyAdrenalInsufficiency" or "SmithAdrenalInsufficiency"	
The rubrics are "add only, delete nothing." Simply adds work and saves. Does not delete the directions.	
Completes the Student Self-Evaluation (which is both instructional and used to verify work was completed as expected).	
Saves the PDF Adrenal Insufficiency Guideline Document as directed, Example: "nameadrenalinsufficiencyguideline"	
Reads guideline and marks the guideline (using the marking system of the student's choice) in preparation for the Case Study during the Week 3 Discussion Board.	
Pays particular attention to the content we will discuss for each of the 6 days of the case study: Day 1 General Scenario posted by Case Study Leader. Day 2 History, Physical Assessment Findings, and Lab/Test Results Day 3 Diagnosis and Pathophysiology of Adrenal Insufficiency Day 4 Prevention possibilities and management, including age and cultural aspects Day 5 Patient Education (Day 6 = Wrap Up)	

Uploads two documents at the submission link described, above: 1) PDF of Adrenal Insufficiency Guideline and 2) completed Self-Evaluation and Grading Rubric for the Evidence-Based Clinical Practice Guideline	
Does not hit "submit" until both documents are uploaded.	
Demonstrates has read and followed all the directions?	
Please be sure to utilize the Question Discussion Board for this assignment to clarify the directions, if needed. Other students may have asked questions there that might be helpful to you, also.	
Please add any additional comments you think would make this assignment more clear, easier to follow, or more effective for student learning. Thank you!	

COURSE SCHEDULE

Week/Dates	Chapters/ Assignments	Quiz Dates	DB#/Case Study
Week 1: Aug 26 – Aug 30 Note: Each week opens at 1 am Sunday and closes at 11 pm Friday. The course week is open from Sunday to Friday.	***Introductions: a. To the course b. To each other Chapter 1, Introduction to Pathophysiology, 1 – 11 Chapter 2, Homeostasis, Allostasis, and Adaptive Responses to Stressors, 12 – 25 All MSN Nursing courses should be managed the same way, every semester. Here is a list of activities students should do for every course, every semester. Read the entire syllabus. Read the Student Handbook. Students are responsible to know this guide to academic success. The Student Handbook is found on the Nursing Homepage under 'Student Resources.' This handbook should be reviewed every semester. MSN Comprehensive Exam Review Guide: found under Student Resources on the Nursing Home Page. Please concurrently complete this review guide for each of your core courses in preparation for this make-or-break-you exam. See the Student Handbook regarding the consequences of failing this important exam. Enter all due dates from the course schedule into a tracking system of the student's choice (calendar, outlook, appointment book...) Communication is essential in an online course. Communication requires 1) that a message is sent and 2) received. Ensure that communication will be received: 1) via ASU email on a daily basis per the Department of Nursing requirements, 2) Review Discussion Boards and Announcements. The Question DB is a place where students can ask questions and learn from the questions other students have already asked. 3) Review the feedback faculty provide on the Grade Center for each submitted assignment. Review each blue tab along the left side of the BB course.	Quiz posts Sunday, September 1 at 1 am under "Quizzes" on BB. Each quiz is 5 questions and has a 2-hour time limit. The quizzes close at 11 pm on Fridays.	
Week 2: Sept 1, Sunday (Monday, Sept 2 is Labor Day HOLIDAY) – Sept 6, Friday	Chapter 3, Cell Structure and Function, 26 – 58 Chapter 4, Cell Injury, Aging, and Death, 59 - 76 Chapter 5, Genome Structure, Regulation, and Tissue Differentiation, 77 – 93 Chapter 6, Genetic and Developmental Disorders, 94 – 116 Evidence-Based Clinical Practice Guideline, Adrenal Insufficiency	Quiz posts Sept 8, 11 pm – Sept 13, 11 pm.	
Week 3: Sept 8 – Sept 13	Chapter 7, Neoplasia, 117 – 140 Chapter 8, Infectious Processes, 141 - 157 Chapter 9, Inflammation and Immunity, 157 – 195 Chapter 10, Alterations in Immune Function, 194 - 214	Sept 15, 1 am – Sept 20, 11 pm	DB#1 includes Key Questions from Weeks 1, 2, & 3 Case Study DB: Stress/Adrenal Insufficiency
Week 4: Sept 15 – Sept 20	Chapter 11, Malignant Disorders of White Blood Cells, 215 – 232 Chapter 12, HIV Disease and AIDS, 233 – 258 Chapter 13, Alterations in Oxygen Transport, 259 – 298 Chapter 14, Alterations in Hemostasis and Blood Coagulation, 298 - 312	Sept 22, 1 am – Sept 27, 11 pm	
Week 5: Sept 22 – Sept 27	Chapter 15, Alterations in Blood Flow, 313 – 336 Chapter 16, Alterations in Blood Pressure, 337 - 353 Chapter 17, Cardiac Function, 354 – 381 Chapter 18, Alterations in Cardiac Function, 382 - 410	Sept 29, 1 am – Oct 4, 11 pm	

Week 6: Sept 29 – Oct 4	Chapter 19, Heart Failure and Dysrhythmias: Common Sequelae of Cardiac Diseases, 411 – 433 Chapter 20, Shock, 434 – 450 Chapter 21, Respiratory Function and Alterations in Gas Exchange, 451 – 477	Oct 6, 1 am – Oct 11, 11 pm	DB#2 includes Key Questions from Weeks 4, 5, & 6
Week 7: Oct 6 – Oct 11	Chapter 22, Obstructive Pulmonary Disorders, 478 - 498 Chapter 23, Restrictive Pulmonary Disorders, 499 – 520 Chapter 24, Fluid and Electrolyte Homeostasis and Imbalances, 521 – 540	Oct 13, 1 am – Oct 18, 11 pm	
Week 8: Oct 13 – Oct 18	Chapter 25, Acid-Base Homeostasis and Imbalances, 541 – 550 Chapter 26 Renal Function, 551 – 574 Chapter 27, Intrarenal Disorders, 575 – 592	Oct 20, 1 am – Oct 25, 11 pm	
Week 9: Oct 20 – Oct 25	Chapter 28, Acute Kidney Injury and Chronic Kidney Disease 593 – 608 Chapter 29, Disorders of the Lower Urinary Tract, 609 – 625 Chapter 30, Male Genital and Reproductive Function, 626 – 640 Chapter 31, Alterations in Male Genital and Reproductive Function, 641 – 655	Oct 27, 1 am – Nov 1, 11 pm	DB#3 includes Key Questions from Weeks 7, 8, & 9
Week 10: Oct 27 – Nov 1	Chapter 32, Female Genital and Reproductive Function, 656 – 671 Chapter 33, Alterations in Female Genital and Reproductive Function, 671 – 688 Chapter 34, Sexually Transmitted Infections, 689 – 697 Chapter 35, Gastrointestinal Function, 697 – 719	Nov 3, 1 am – Nov 8, 11 pm	
Week 11: Nov 3 – Nov 8	Chapter 36, Gastrointestinal Disorders, 720 – 741 Chapter 37, Alterations in Function of the Gallbladder and Exocrine Pancreas, 742 – 753 Chapter 38, Liver Diseases, 754 – 782 Chapter 39, Endocrine Physiology and Mechanisms of Hypothalamic-Pituitary Regulation, 783 - 798	Nov 10, 1 am – Nov 15, 11 pm	
Week 12: Nov 10 – Nov 15	Chapter 40, Disorders of Endocrine Function, 799 – 814 Chapter 41, Diabetes Mellitus, 815 – 837 Chapter 42, Nutritional and Metabolic Disorders, 838 – 849 Chapter 43, Structure and Function of the Nervous System, 850 – 890	Nov 17, 1 am – Nov 22, 11 pm	DB#4 includes Key Questions from Weeks 10, 11, & 12
Week 13 Nov 17 – Nov 22	Chapter 44, Acute Disorders of Brain Function, 891 – 914 Chapter 45, Chronic Disorders of Neurologic Function, 915 – 935 Chapter 46, Alterations in Special Sensory Function, 936 – 954 Chapter 47, Pain, 955 – 970	Nov 24, 1 am – Nov 29, 11 pm	
Week 14: Nov 24, 25, 26 (Nov 27, 28, and 29 are Holidays)	Chapter 48, Neurobiology of Psychotic Illnesses, 971 – 988 Chapter 49, Neurobiology of Nonpsychotic Illnesses, 989 – 1000 Chapter 50, Structure and Function of the Musculoskeletal System, 1001 – 1019 Chapter 51, Alterations in Musculoskeletal Function: Trauma, Infection, and Disease, 1020 – 1041	Dec 1, 1 am – Dec 6, 12 noon Note the atypical due time!	
Week 15: Dec 1 – Dec 6	Chapter 52, Alterations in Musculoskeletal Function: Rheumatic Disorders, 1042 – 1057 Chapter 53, Alterations in the Integumentary System, 1058 – 1092 Chapter 54, Burn Injuries, 1093 – 1113 Student Self-Evaluation	Dec 4, 1 am – Dec 6, 12 noon Note these atypical due days and times!	DB#5 includes Key Questions from Weeks 13, 14, & 15
Finals Week: Dec 9 – Dec 13; Graduation = Dec 14	(We will not have a final, but the last quiz will open at 1 am on Wednesday, Dec 4 and close at 12 noon on Friday, Dec 6) Note these atypical due days and times. I will do grades on the afternoon of December 6. 11 pm will be too late to complete your quiz for your grade.	Dec 16 = Graduation	
Dec 16, 12 noon, grades are due			

Student Self-Evaluation of Student Learning Outcomes, 1 point, due Dec 6 at 12 noon:

Objective: Students will perform a self-evaluation regarding his or her success at meeting the Student Learning Outcomes listed for this course.

Directions:

Go to the blue 'Assignments' tab on the BlackBoard course.

Find the submission link for the Student Self-Evaluation of Student Learning Outcomes Assignment.

Save the document as "NameSelfEvaluation.docx" Example: "SmithSelfEvaluation.docx"

Enter your evaluation directly into your saved Word Document.

The evaluation is due Dec 6 at 12 noon.

STUDENT LEARNING OUTCOMES				
Student Learning Outcome By completing all course requirements, students will be able to:	Assessment(s) and activity(ies) validating outcome achievement:	Mapping to MSN Program Outcomes	Mapping to AACN Essentials	Mapping to NONPF Competencies
-1-Integrate knowledge from the sciences to explain signs and symptoms of physiological, pathophysiological and behavioral processes.	Case Study Discussion Board Quizzes	1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.	I: Background for Practice from Sciences and Humanities -1-Integrates nursing and related sciences into the delivery of nursing care to diverse populations.	-1-Scientific Foundations Competencies -2-Integrates knowledge from the humanities and sciences within the context of nursing science.
-2-Analyze the relationship between normal physiology and pathological phenomena produced by altered states across the life span.	Case Study Discussion Board Quizzes	1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.	I: Background for Practice from Sciences and Humanities -1-Integrates nursing and related sciences into the delivery of nursing care to diverse populations.	-1-Scientific Foundations Competencies -2-Integrates knowledge from the humanities and sciences within the context of nursing science.
-3-Analyze the scientific basis of illness prevention, health promotion, and wellness.	Case Study Discussion Board Quizzes	1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.	I: Background for Practice from Sciences and Humanities -1-Integrates nursing and related sciences into the delivery of nursing care to diverse populations.	-1-Scientific Foundations Competencies -2-Integrates knowledge from the humanities and sciences within the context of nursing science.
-4-Examine current and emerging genetic/genomic evidence in providing advanced nursing care.	Case Study Discussion Board Quizzes	1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.	I: Background for Practice from Sciences and Humanities -2- Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment.	-1-Scientific Foundations Competencies -2-Integrates knowledge from the humanities and sciences within the context of nursing science.
-5-Employs and understands the pathological basis of screening and diagnostic strategies in the development of diagnoses.	Case Study Discussion Board	9. Practice at the level of a Master's prepared nurse.	IX: Master's-Level Nursing Practice -2-Apply the best available evidence from nursing and other sciences as the foundation for best practice.	-9-Independent Practice Competencies -3c-Employs screening and diagnostic strategies in the development of diagnoses.

Provide supporting statements and evidence regarding your ability to do each of the following Student Learning Outcomes. Please note: *this exercise is about the entire Advanced Pathophysiology course.*

Student Learning Outcome (SLO):	Student's self-rating (on a scale of 1 – 10, 1 = no progress on SLO and 10 = excellent progress on SLO) supporting statements and evidence:
--	--

<p>-1-Integrate knowledge from the sciences to explain signs and symptoms of physiological, pathophysiological and behavioral processes.</p>	<p>Self-rating: __/10 Required: Supporting statements and evidence (please note: this exercise is about the entire Advanced Pathophysiology course, not just the Case Study, DB, or Quizzes): <i>(Please comment on the entire course for each Student Learning Outcome.)</i></p>
<p>-2-Analyze the relationship between normal physiology and pathological phenomena produced by altered states across the life span.</p>	<p>Self-rating: __/10 Supporting statements and evidence:</p>
<p>-3-Analyze the scientific basis of illness prevention, health promotion, and wellness.</p>	<p>Self-rating: __/10 Supporting statements and evidence:</p>
<p>-4-Examine current and emerging genetic/genomic evidence in providing advanced nursing care.</p>	<p>Self-rating: __/10 Supporting statements and evidence:</p>
<p>-5-Employs and understands the pathological basis of screening and diagnostic strategies in the development of diagnoses.</p>	<p>Self-rating: __/10 Supporting statements and evidence:</p>
<p>Please add any comments you think would make this assignment more clear, easier to follow, or more effective for student learning. Thank you!</p>	

Grading Rubric: Discussion Board

Points:

15 points for the Stress Case Study = 15 points

15 points for each of 5 Chapter Discussion Board = 75 points

Total Discussion Board Points = 90 points

Assignment: The Discussion Board is an avenue for student *discussions*! Some definitions of ‘discussion’ include: the action or process of talking about something, typically in order to reach a decision or to exchange ideas; an act or instance of discussing; consideration or examination by argument, comment, etc., especially to explore solutions; informal debate; the act of talking about something with another person or a group of people; and a conversation about something.

Learning Objectives, Discussion Boards:

Upon completion of the Discussion Boards, students will be able to do the following Angelo State University Learning Objectives for students:

- Analyze and critically evaluate ideas, arguments, and points of view
- Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Develop skill in expressing myself orally or in writing
- Find, evaluate, and use resources to explore a topic in depth
- Develop knowledge and understanding of diverse perspectives, global awareness, or other cultures

Learning Objectives, Adrenal Insufficiency/Stress Case Study Discussion Board:

Upon completion of this assignment, the student will be able to:

- Utilize current, evidence-based clinical practice guidelines to guide clinical practice and interdisciplinary care of patients.
- Integrate knowledge from the sciences to explain signs and symptoms of physiological, pathophysiological and behavioral processes.
- Analyze the relationship between normal physiology and pathological phenomena produced by altered states across the life span.
- Analyze the scientific basis of illness prevention, health promotion, and wellness.
- Examine current and emerging genetic/genomic evidence in providing advanced nursing care.
- Employ and understand the pathological basis of screening and diagnostic strategies in the development of diagnoses.

Directions:

To meet these Learning Objectives, frequent and thoughtful participation is expected. The 5 weeks of Discussion Boards are worth 90 points, which is the equivalent of a major assignment and will be graded as such.

References/citations are required for this reason; there is no APA paper in this course, but the use of APA citations is necessary to earn points on these Discussion Boards.

Our standard syllabus template includes that online students are held to the same standards as the on-campus, face-to-face courses: “For online classes, the level of academic rigor is parallel to that of a face-to-face section of the same course and is aligned with departmental standards. Students are advised to approach this course with the same commitment they would make to a face-to-face course.” For this 3-credit course, the student must participate on 1) Sunday or Monday; 2) Tuesday or Wednesday; *and* 3) Thursday or Friday.

Learning the material and adopting the views of others in our field are important outcomes of our Discussion Boards. Networking, getting to know your peers, and building relationships are other important outcomes of these discussions. Participation in these Discussion Boards allows faculty to monitor student reading, comprehension, and ability to apply the essential material included in this course.

For each of the 5 weeks of discussions each student will be assigned to one Discussion Board:

- 1) Chapter Discussion Board (15 points for each of 5 DB weeks = 75 points) and**
- 2) Case Study Discussion Board (15 points for one week = 15 points)**

Chapter Discussion Board Grading Rubric:

Module Objectives: Each DB will cover the Weekly Modules found under the blue tab on the left on Black Board. Within each Module are chapters listed. At the beginning of each chapter in the text is a list of “Key Questions.”

- Each student must answer at least one “Key Question” for each of the 3 sets of days (as defined above: Sun/Mon & Tues/Wed & Thurs/Fri) for the Discussion Board. Remember, the key is to not only understand the content, but to be able to *apply* the content. **Our focus is on application, analysis, evaluation, and creativity which is a higher level of learning than just stating the facts (remember and understand).** Therefore, please be sure to write your posts to demonstrate a higher level of learning, such as apply, analyze, evaluate, and create! (Rather than remember and understand.)
- For each Discussion Board week, each student must answer a minimum of 5 “Key Questions;” hence, the student can choose the days on which to answer the 2 additional “Key Questions” (for a total of 5 “Key Questions” on the 3 sets of days).
- View the “Key Questions” found at the beginning of the chapters listed in the Weekly Modules for the Discussion Board. (We have only 5 Discussion Boards and there are 15 Weekly Modules. The Weekly Modules for each Discussion Board will be listed.)
- Choose a “Key Question” you would like to answer.
- Reserve your Objective on your group’s DB before taking the time to answer it.
- To reserve a “Key Question:”
 - Choose your “Key Question” from the chapters in the Weekly Module that corresponds to the week’s Discussion Board.
 - Hit “Discussion”
 - Find your name in the appropriate Discussion Board group (posts in the wrong group are not included in your grade).
 - To verify that the “Key Question” you chose is not already reserved:
 - Click on the blue letters “Discussion Board” at the left for your group.
 - Hit the blue circle with a number in it on the right of the screen. The column is labeled “Unread Posts.”
 - Scroll down and see if the “Key Question” is reserved or already answered.
- Once you have verified that the “Key Question” is available for you to answer, reserve your “Key Question” in your name for 90 minutes (ample time to answer any question).
- To reserve your “Key Question,” click on the blue letters “Discussion Board” at the left for your group. Hit “Create Thread”
- Enter the “Key Question” in your Subject line. Putting your question into that Subject line makes it easy for us to follow the conversation and KNOW that the question is already answered. Comment that you are reserving that question (“Susan is reserving this question until 9:30 pm on August 29”).
- Note that you can only reserve a question for 90 minutes, which is an ample amount of time to answer any of the questions. If you are unable to complete the answer or choose not to answer, then delete your post reserving it.
- Note that once you post something on Black Board, it is a “Read” post to you. For you to be able to see your own posts, you must mark them as “Unread.”
- To make your own post “Unread” so that you can read it or revise it:
 - Hit “Discussion”
 - Click on the blue letters “Discussion Board” at the left for your group.
 - Enter a check in each of the boxes along the left side of your screen.
 - There is a grey arrow that points up and to the right at the top of this set of boxes.
 - Hover over the drop-down by “Thread Actions.”
 - Choose “Mark as Unread.”

Now return to your group and you can read and modify your own posts (such as your reserved “Key Question”):

- Hit “Discussion”
- Find your name in your assigned Discussion Board.
- Hit the blue circle with a number in it on the right of the screen. This column is labeled “Unread Posts.”
- Scroll down and find your reservation.
- If you would like to delete your reservation because you changed your mind, you can click on your “Key Question” which will appear in blue letters. Several option boxes will appear: Reply, Quote, Edit, Delete, and Email Author.
- As long as no one has replied to your post, it is possible to entirely delete your reservation.
- Click “Delete” to delete your post. (You can actually delete any post you make for that matter unless someone has replied to it already. If someone has replied to your post you can only edit your post, such as delete or revise the words.)
- A warning appears to confirm that you really do want to delete your post. If so, hit “OK.”
- To post your answer to a reserved “Key Questions” that you have prepared in a Word Document:
 - Click on your reserved “Key Questions” which will appear in blue letters. Several option boxes will appear: Reply, Quote, Edit, Delete, and Email Author.
 - Click “Edit.”
 - Click on the HTML box- which is in the bottom row second from the far right.
 - A new box will appear.
 - Paste your answer into the box.
 - At the bottom right, hit “Update.” (If you don’t see “Update,” hover over a corner of the box that you do see until you see a double-ended arrow that allows you to make the box larger or smaller. You may also need to drag the box until you can see the bottom right corner where the “Update” and “Cancel” options appear.)
 - It is important to use the HTML feature because once something large is posted, all students would need to scroll across the screen to view the entire post for all posts for the remainder of the week.
 - Review your post as the spacing/paragraph might be changed.
 - Your chosen “Key Questions” should remain as the “Subject” of your post.
 - Hit “Submit.”

You will note that starting a New Thread with the “Key Question” in the Subject line will keep all the posts regarding that topic together and make it easier to follow a “conversation.” When you go to “Discussions” and see the various Discussion Boards and click on the blue dot with the number in the “Unread” column, at the top of your “Collection” is a “Sort By” option. Hover to the right of “Sort By” and you will see options of 1) Author’s Last Name, 2) Author’s First Name, 3) Subject, 4) Date of Last Post, and 5) Thread Order. There is also an option to choose the Order as either Ascending (most recent posts appear first) or Descending (oldest posts appear first). Depending upon what you are trying to accomplish, you might want to readjust your settings. Personally, I like to keep up with the posts daily, so I generally keep mine in the #4) Date of Last Post mode in Ascending order. I just read what has been posted since I last logged onto the course.

Replies:

Again, **our focus for the Discussion Board is on application, analysis, evaluation, and creativity** which is a higher level of learning than just stating the facts. To assist with the creation of new ideas, students are expected to post a **minimum of 2 replies during the week**. These replies are more than “Susan, I like what you posted.” **Replies that are point-worthy expand the discussion by additional examples or clarification of the “Key Questions” through application, analysis, evaluation, and creativity. Irrelevant posts detract from the learning so please post only quality posts.** Posts that do not expand the

conversation in the ways just listed will receive NO POINTS.

Citations: Please note that every post requires a citation, such as the Banasic and Copstead text. You will also need to reference the **page number** and perhaps the figure or table you are referencing (although page numbers are not technically a general component of the APA format).

Please do not post from *what you already know*; rather, **post about what you have learned in the assigned reading**.

Please do not post websites and other materials *as a substitute for discussing the assigned reading*. It is appropriate to apply the course content to current topics, however, and these types of posts are welcome *in addition to* (but *not a replacement for*) the types of posts specified here.

Please be aware that the options for each set of days are either 0 points or 5 points! Please plan and do your participation, accordingly! Create a plan that is worthy of the 5 points!

Of course, students can make additional posts and can continue to discuss content from previous days (not all students are on the DB on the same day!).

Case Study Discussion Board Grading Rubric:

Again, there are 5 points for each set of days: 1) Sunday or Monday; 2) Tuesday or Wednesday; and 3) Thursday or Friday.

Each set of days must include **2 cited posts** to the Case Study Leader's questions.

Each post must include the citation, including page number (and possibly figure or table) from the Clinical Practice Guidelines. Failure to make these citations will result in the loss of 5 points per set of days.

Please be aware that the options for each set of days are either 0 points or 5 points! Please plan and do your participation, accordingly! **Create a plan that is worthy of the 5 points!**

Of course, students can make additional posts and **can continue the discussion on any of the previous days (not all students are on the DB on the same day!)**.

Your post can be a relevant video provided you properly cite your source of the video in APA format.

Here is a form that you can use to keep track of your Discussion Board participation each week. (I will have a copy just like this one to use to determine your grade. I suggest you keep diligent track of your posts, too.) Use the summaries, below, to verify the quality of your work.

Weekly DB Participation Record								
Week	Sunday or Monday		Tuesday or Wednesday		Thursday or Friday		Weekly DB Score/15	DB #, comments
1 Aug 26 – Aug 30	XX	26	27	28	29	30		Ungraded Introduction DB
3 Sept 8 – Sept 13	8	9	10	11	12	13		DB#1 Chapter Discussion
3 Sept 8 – Sept 13	8	9	10	11	12	13		DB#1 Stress Case Study Discussion
6 Sept 29 – Oct 4	29	30	1	2	3	4	/15	DB#2 Chapter Discussion
9 Oct 20 – Oct 25	20	21	22	23	24	25	/15	DB#3 Chapter Discussion
12 Nov 10 – Nov 15	10	11	12	13	14	15	/15	DB#4 Chapter Discussion
15 Dec 1 – Dec 6	1	2	3	4	5	6	/15	DB#5 Chapter Discussion

Chapter Discussion Summary:

- For each set of days (Su/M; Tu/W; Th/F), a minimum of one Chapter “Key Question” (see Weekly Modules for text chapters covered and then the first page of each text chapter for the list of “Key Questions”) must be answered by each student.
 - For each week, a minimum of five Chapter “Key Questions” need to be answered by each student.
 - For each week, a minimum of two factual replies to peers (replies which expand the course content presented) are required. A lack of 2 replies will = minus 5 to 10 points for the week.
 - Reserve your “Key Question” on the Discussion Board while you answer it. Questions cannot be reserved for more than 90 minutes. Do not repeat what other students have posted!
 - For each post, a citation (in APA format) including the page number must be posted for the post to count.
 - Each set of days is worth 5 points. There must be a total of 5 answers to “Key Questions” posted including citations and page numbers to get the 15 points total each week. Posts that repeat what other students have posted DO NOT COUNT, nor do posts in DBs to which you are not assigned. The week must also include a minimum of 2 factual replies to peers. Please make it clear that your “reply” is a “reply” to ensure credit. Something like “I’d like to add to the information you posted, Lisa. Another application is...”
 - A set of days without a post or citation or a repeat of another student’s post is – 5 points.
- ***Points are not given for posts erroneously posted to a Discussion Board to which you are not assigned!

Case Study Discussion Summary:

- For each set of days, a minimum of 2 replies to the case study leader must be posted by each student. (Zero or one post on a set of days = 0 points; 2 cited posts = 5 points)
 - For each post, the specific page number from the Clinical Practice Guideline must be included with the citation of the guideline (or a relevant resource but focus on the guidelines FIRST!). Again, page numbers are not included in proper APA format (especially since quotes are not allowed; rather, paraphrase or summarize) so just include your page number somewhere. (No citation = 0 points)
 - The discussion of previous days’ posts can continue throughout the week. (That’s how “discussions” go, right?)
- ***Points are not given for posts erroneously posted to a Discussion Board to which you are not assigned!

Clarifying the Syllabus, Assignments, and other Course Requirements

Please note that there is an “I have a question” Forum on the Discussion Board. This is an area where students can clarify all details about the syllabus and grading rubrics. There is also a Question Discussion Board for each assignment due. These Discussion Boards are another means to clarify the directions and expectations for each assignment. Students can also email me at Beverly.Greenwald@angelo.edu or phone me at 701-261-4795. I encourage students to ask questions and will share these questions and answers on the Discussion Board.