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

Email: Beverly.Greenwald@angelo.edu
Phone: (701) 261-4795
Office: online faculty
Office Hours: Please arrange office hours by phone or email. I am available most times during the week or weekends.

Course Information

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 Credits
Three Semester Credit Hours (3-0-0)

Prerequisite and Co-requisite Courses
Biology 3324 or equivalent

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the MSN Program.

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.

Program Outcomes
Upon completion of the program of study for the Masters of Science in Nursing, 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**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement</th>
<th>Mapping to Program Outcomes</th>
<th>Mapping to AACN Essentials</th>
<th>Mapping to NONPF Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1-Integrate knowledge from the sciences to explain signs and symptoms of physiological, pathophysiological and behavioral processes across the life span.</td>
<td>Case Study Discussion Board Quizzes</td>
<td>1</td>
<td>I.1</td>
<td>1, 2</td>
</tr>
<tr>
<td>-2-Analyze the relationship between normal physiology and pathological phenomena produced by altered states across the life span.</td>
<td>Case Study Discussion Board Quizzes</td>
<td>1</td>
<td>I.1</td>
<td>1, 2</td>
</tr>
<tr>
<td>-3-Analyze the scientific basis of illness prevention, health promotion, and wellness across the life span.</td>
<td>Case Study Discussion Board Quizzes</td>
<td>1</td>
<td>I.1</td>
<td>1, 2</td>
</tr>
</tbody>
</table>
### Student Learning Outcome

By completing all course requirements, students will be able to:

<table>
<thead>
<tr>
<th>Assignment(s) or activity(ies) validating outcome achievement</th>
<th>Mapping to Program Outcomes</th>
<th>Mapping to AACN Essentials</th>
<th>Mapping to NONPF Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>-4-Examine current and emerging genetic/genomic evidence in providing advanced nursing care across the life span.</td>
<td>Case Study Discussion Board Quizzes</td>
<td>1</td>
<td>I.2</td>
</tr>
<tr>
<td>-5-Employ and understands the pathological basis of screening and diagnostic strategies in the development of diagnoses across the life span.</td>
<td>Case Study Discussion Board</td>
<td>9</td>
<td>IX.2</td>
</tr>
</tbody>
</table>

### 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 the Schedule for Discussion Board weeks).

### Required Texts and Materials

Technology Requirements

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

Topic Outline

Cellular structure and function
Genetics and genomics
Neoplasias
Inflammation and Immunity
Oxygen Transport
Hemostasis and Blood Coagulation
Normal physiology and pathophysiology of the body’s 11 organ systems

Required Use of Masks/Facial Coverings by Students in Class at Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.
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 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.)

Grading

Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypertension Clinical Practice Guideline</td>
<td>5</td>
</tr>
</tbody>
</table>
### Assessment and Points of Total Grade

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypertension Case Study Discussion Board</td>
<td>15</td>
</tr>
<tr>
<td>Chapter Key Question Discussion Boards (#5)</td>
<td>75</td>
</tr>
<tr>
<td>Chapter Quizzes (#52)</td>
<td>260</td>
</tr>
<tr>
<td>Student Self-Evaluation</td>
<td>10</td>
</tr>
<tr>
<td>IDEA Rating of Instruction</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>375</strong></td>
</tr>
</tbody>
</table>

### Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- **A** = 90.00-100 points
- **B** = 80.00-89.99 points
- **C** = 70.00-79.99 points
- **F** = <70% (Grades are not rounded up)

### Teaching Strategies
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.

### Assignment and Activity Descriptions

*Please note: Rubrics for all assignments and activities are located on the Learning Modules.*

**Evidence-Based Clinical Practice Guideline, Hypertension, 5 points.**

**Assignment Description:**
One Evidence-Based Clinical Practice Guideline (PDF) on Hypertension 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 (electronic highlight or comments; print and mark with highlighter, write comments, and then scan the document and save as PDF; or however the student prefers). 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 (see the Course Schedule for due dates). The quizzes can be found on Blackboard under the blue ‘Quizzes’ tab. These quizzes are open book.

**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.

**Assignment Submission**
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment 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 assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. 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 Assignments 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.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:
- Angelo State University Student Handbook
- Angelo State University Catalog

Student Responsibility and 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 the Course Schedule).

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

Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.
The College of Health and Human Services adheres to the university’s [Statement of Academic Integrity](#).

**Accommodations for Students with Disabilities**

ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the [Student Disability Services website](#). The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

**Incomplete Grade Policy**

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. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.

**Plagiarism**

Plagiarism is a serious topic covered in ASU’s [Academic Integrity policy](#) in the Student Handbook. 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. Resources to help you understand this policy better are available at the [ASU Writing Center](https://writingcenter.asu.edu).7

**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 instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day8 for more information.

**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*.

**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. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal
violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

Course Schedule

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Assignments and Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td><strong>Assignments:</strong></td>
</tr>
<tr>
<td>Aug 17 – Aug 21</td>
<td>***Introductions:</td>
</tr>
<tr>
<td></td>
<td>a. To the course</td>
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<tr>
<td></td>
<td>b. To each other</td>
</tr>
<tr>
<td></td>
<td>Chapter 1, Introduction to Pathophysiology, 1 – 11</td>
</tr>
<tr>
<td></td>
<td>Chapter 2, Homeostasis, Allostasis, and Adaptive Responses to Stressors, 12 – 25</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Read the entire syllabus.</td>
</tr>
<tr>
<td></td>
<td>Read the Student Handbook.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>MSN Comprehensive Exam Review Guide: found under Student</td>
</tr>
</tbody>
</table>
Resources on the Nursing Home Page. Please concurrently complete this review guide for each of your core courses in preparation for this important exam. See the Student Handbook regarding the consequences of failing.

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.
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.

**Assessment:**
Quiz 1 (Chapters 1 & 2) posts *at 1 am* Monday and closes at 11 pm on Friday.

### Week 2: Aug 24 – Aug 28

**Assignments:**
- 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

**Assessment:**
Quiz 2 (Chapters 3, 4, 5, & 6) Aug 24 – Aug 28, 11 pm

### Week 3: Aug 30 – Sept 4

**Assignment:**
- 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

**Assessments:**
DB#1 includes Chapter Key Questions from Weeks 1, 2, & 3. Use the DB Rubric posted in Learning Module Week 3. Posts are due Sunday or Monday *AND* Tuesday or Wednesday *AND* Thursday or Friday. Please plan your participation days and use the Rubric while you create your posts. (Essentially, mini-essay(s) *is(are)* due within about a 48 hour period.)
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignment</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 4:</strong>&lt;br&gt;Sept 6 – Sept 11 (Monday, Sept 7 is Labor Day Holiday)</td>
<td></td>
<td><strong>Assignment:</strong>&lt;br&gt;Chapter 11, Malignant Disorders of White Blood Cells, 215 – 232&lt;br&gt;Chapter 12, HIV Disease and AIDS, 233 – 258&lt;br&gt;Chapter 13, Alterations in Oxygen Transport, 259 – 298&lt;br&gt;Chapter 14, Alterations in Hemostasis and Blood Coagulation, 298 - 312</td>
<td><strong>Assessment:</strong>&lt;br&gt;Quiz 4 (Chapters 11, 12, 13, &amp; 14) Sept 6 – Sept 11</td>
</tr>
<tr>
<td><strong>Week 5:</strong>&lt;br&gt;Sept 13 – Sept 18</td>
<td></td>
<td><strong>Assignment:</strong>&lt;br&gt;Chapter 15, Alterations in Blood Flow, 313 – 336&lt;br&gt;Chapter 16, Alterations in Blood Pressure, 337 - 353&lt;br&gt;Chapter 17, Cardiac Function, 354 – 381&lt;br&gt;Chapter 18, Alterations in Cardiac Function, 382 – 410</td>
<td><strong>Assessment:</strong>&lt;br&gt;Evidence-Based Clinical Practice Guideline, Hypertension due Sept 25, 11 pm.&lt;br&gt;Quiz 5 (Chapter 15, 16, 17, &amp; 18) Sept 13 – Sept 18</td>
</tr>
<tr>
<td><strong>Week 6:</strong>&lt;br&gt;Sept 20 – Sept 25</td>
<td></td>
<td><strong>Assignment:</strong>&lt;br&gt;Chapter 19, Heart Failure and Dysrhythmias: Common Sequelae of Cardiac Diseases, 411 – 433&lt;br&gt;Chapter 20, Shock, 434 – 450&lt;br&gt;Chapter 21, Respiratory Function and Alterations in Gas Exchange, 451 – 477</td>
<td><strong>Assessments:</strong>&lt;br&gt;DB#2 includes Chapter Key Questions from Weeks 4, 5, &amp; 6&lt;br&gt;Case Study DB: Hypertension&lt;br&gt;Quiz 6 (Chapters 19, 20, &amp; 21) Sept 20 – Sept 25, 11 pm</td>
</tr>
<tr>
<td><strong>Week 7:</strong>&lt;br&gt;Sept 27 – Oct 2</td>
<td></td>
<td><strong>Assignment:</strong>&lt;br&gt;Chapter 22, Obstructive Pulmonary Disorders, 478 - 498&lt;br&gt;Chapter 23, Restrictive Pulmonary Disorders, 499 – 520&lt;br&gt;Chapter 24, Fluid and Electrolyte Homeostasis and Imbalances, 521 – 540</td>
<td><strong>Assessment:</strong>&lt;br&gt;Quiz 7 (Chapters 22, 23, &amp; 24) Sept 27 – Oct 2, 11 pm</td>
</tr>
<tr>
<td><strong>Week 8:</strong>&lt;br&gt;Oct 4 – Oct 9</td>
<td></td>
<td><strong>Assignment:</strong>&lt;br&gt;Chapter 25, Acid-Base Homeostasis and Imbalances, 541 – 550&lt;br&gt;Chapter 26 Renal Function, 551 – 574&lt;br&gt;Chapter 27, Intrarenal Disorders, 575 – 592</td>
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</tr>
<tr>
<td>Week 9:</td>
<td>Assignment:</td>
<td>Assessment:</td>
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</tbody>
</table>
| Oct 11 – Oct 16 | 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 | Quiz 8 (Chapters 25, 26, & 27) Oct 4 – Oct 9 |

<table>
<thead>
<tr>
<th>Week 10:</th>
<th>Assignment:</th>
<th>Assessment:</th>
</tr>
</thead>
</table>
| Oct 18 – Oct 23 | 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 | Quiz 9 (Chapters 28, 29, 30, & 31) Oct 11 – Oct 16 |

<table>
<thead>
<tr>
<th>Week 11:</th>
<th>Assignment:</th>
<th>Assessment:</th>
</tr>
</thead>
</table>
| Oct 25 – Oct 30 | 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 | Quiz 10 (Chapters 32, 33, 34, & 35) Oct 18 – Oct 23 |

<table>
<thead>
<tr>
<th>Week 12:</th>
<th>Assignment:</th>
<th>Assessment:</th>
</tr>
</thead>
</table>
| Nov 1 – Nov 6 | Chapter 40, Disorders of Endocrine Function, 799 – 814  
Chapter 41, Diabetes Mellitus, 815 – 837  
Chapter 42, Nutritional and Metabolic Disorders, 838 – 849  

<table>
<thead>
<tr>
<th>Week 13:</th>
<th>Assignment:</th>
<th>Assessment:</th>
</tr>
</thead>
</table>
| Nov 8 – Nov 13 | Chapter 44, Acute Disorders of Brain Function, 891 – 914 | DB#4 includes Chapter Key Questions from Weeks 10, 11, & 12  
Quiz 12 (Chapters 40, 41, 42, & 43) Nov 1 – Nov 6 |
Week 14: Nov 15 – Nov 20

Assignment:
Chapter 45, Chronic Disorders of Neurologic Function, 915 – 935
Chapter 46, Alterations in Special Sensory Function, 936 – 954
Chapter 47, Pain, 955 – 970

Assessments:
Student Self-Evaluation Nov 13
Quiz 13 (Chapters 44, 45, 46, & 47) Nov 8 – Nov 13

Week 15: Nov 22 23 and 24

Assessment:
IDEA Ratings of Instruction Survey distributed by university personnel. Attest on the IDEA DB that you have completed for 10 points.

Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Key Question answered on each of 3 sets of days: Su/M and Tu/W and Th/F.</td>
<td>Unacceptable: 0 points No posts.</td>
</tr>
<tr>
<td>APA citation for each post (3 Key Questions)</td>
<td>Unacceptable: 0 points 0 or 1 post includes</td>
</tr>
</tbody>
</table>
Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Areas on the IDEA evaluation include:

Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
Learning to apply knowledge and skills to benefit others or serve the public good

End of Syllabus