I. **Catalog Course Description**
How disrupting normal structures and functions of the human body leads to disease processes from the cellular to the multi-system level. Critical examination of the mechanisms underlying signs and symptoms of diseases.

II. **Course Objectives**
1. Describe mechanisms of health dysfunction as deviations from or interruptions to normal body structure and/or function.
2. Explain and diagram how underlying disease processes produce manifestations, including abnormal lab values.
3. Explain and diagram how adaptive/compensatory mechanisms attempt to restore normal structure and/or function, and how they produce manifestations.
4. Explain and diagram how dysfunction of one body system affects function of another body system.
5. Explain and diagram how risk factors modify normal anatomy and/or physiology to promote dysfunction.
6. In select states of dysfunction, explain and diagram how treatment targets part of the underlying process.
7. In select states of dysfunction, explain and diagram how diagnostic tests elucidate the underlying process.
8. Incorporate liberal education principles to application, synthesis and evaluation of course concepts.

III. **Additional Course Detail**
NUR301 explores how mechanisms from the molecular to the multi-system level disrupt normal cellular biology, anatomy, and physiology to produce dysfunction, how those processes produce manifestations, and how the body compensates. Learners actively engage course content, with independent preparation for each unit and with class analysis of patient cases. In class, students work with peers to think critically about course content, analyze patient cases, and apply pathophysiologic mechanisms. The course structure requires students to practice skills that are used by health care professionals such as analyzing cases, solving problems, using text-base resources, learning independently, negotiating successful group work, assessing peers, and communicating professionally in F2F and online environments. The flow of course content through the semester is:

molecular and cellular dysfunction → dysfunction of common processes → organ system dysfunction

The first units focus on molecular and cellular dysfunction such as cancer genetics and blood cell diseases. The next units focus on dysfunction of common processes such as fluid and electrolytes and endocrine dysregulation. The final units (and approximately last half of the semester) focus on organ system dysfunction such as cardiovascular and gastrointestinal.

IV. **Prerequisites** ANTR 350 and {PSL 310 or PSL 250 or (PSL 431 and 432)}

V. **Co-requisites** none
VI. Standards Documents  The CON BSN curriculum is guided by the following documents.

http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf


VII. Course Faculty
Laura Freidhoff, MD  freidhla@msu.edu
A202 Life Sciences  517.432.8309

Office Hours  M, W 1-2pm. I welcome questions before and after class! In addition to my scheduled office hours, I’m available by appointment Monday and Wednesday mornings. For students with documented conflicts with these times and days, additional arrangements can be made. Plan ahead and, if emailing, do so several days in advance with 3 available times. When meeting with professor, always bring your study tools and course materials. The Course Content Discussion Boards are another source for interaction with faculty. Please see Communication section in the syllabus.

VIII. Instruction
a. Methodology

NUR301 uses a flipped, blended course format that emphasizes not only pathophysiology content knowledge but also skill development that students will use as health care professionals. The design is based on current literature of active, effective, teaching-learning strategies including those demonstrated in the SCALE-UP Project at NC State (http://scaleup.ncsu.edu/) and in the POGIL Project (http://pogil.org/). Learners “blend” independent, out-of-class study with group, in-class (face-to-face or F2F) instruction. The course structure is also “flipped”, meaning that learners swap (ie. “flip”) content acquisition (traditionally lectures) and content use (traditionally practice and application). In traditional course structures, instructors deliver information passively in F2F lecture, and then send learners off to practice on their own. This fails to maximize both the wide array of content delivery options and, most importantly, learner-instructor F2F time. In a flipped format, however, professors are immediately present when students are most likely to need the professors’ help and feedback – using information rather than acquiring it. In NUR301, all F2F time with professors is spent on problem solving with case prompts, using and applying information that was acquired independently in preparation work.

When working in a flipped, blended course, it is critical to create a regular schedule for your preparation work. Unit materials are usually posted before the dates noted on the course calendar and you can work through the content ahead of schedule. However, the quizzes will only be open at specified times. Spacing out your work while not falling behind is particularly important for independent preparation.

Learning Group Cases Sessions: In this flipped, blended course format, NUR301 students will meet for LGCS twice most weeks and are assigned to Learning Groups before LGCS1 (see Course Calendar). Prior to Learning Group Cases Sessions, students are responsible for developing study tools and written responses to unit objectives, and for taking an online quiz (ie. preparation quiz) which closes before class begins. As you create your study tools, you may want to label them with the corresponding unit and...
objective #, and leave space to add detail during LGCS (see syllabus section on Recommended Course materials). In-class time is spent in Learning Groups with students in specific roles (moderator/researcher, reporter, scribe). Learning Groups write case analyses which require learners to solve problems, justify their thinking based on normal anatomy and physiology, and use pathophysiology content from out-of-class preparation. Each LGCS is divided among Focused Objective Instruction and 2-3 case prompts. After each case, the instructor guides discussion with the entire section. Each student is required to bring all of his/her course materials, including the course textbook and study tools/completed unit objective work, to each Learning Group Cases Session. With the exception of a medical dictionary (1-2 per group is sufficient), dividing up course materials is unacceptable. Each student needs access to and practice using learning resources while analyzing cases.

Please bring concerns about group dynamic to the course chair early in the semester. Students who violate the Learning Group Policies can be kicked out of the Learning Group by the other members’ unanimous vote after group counsel with the course chair. That student then works alone on the Learning Group Cases for the remainder of the semester without the benefit of working with other students; that student also forfeits the opportunity to earn credit for Self and Peer Evaluations. Students may not voluntarily leave an assigned Learning Group.

**Summary of individual student responsibilities for each Learning Group Cases Session:**

- Using minimovies, animations, and the course text, develop study tools based on unit objectives.
- Bring study tools/written objective work to LGCS.
- Take the Preparation Quiz before LGCS.
- Bring course materials including the text (1-2 group members bring a medical dictionary). If you are using electronic text or medical dictionary access, have that access open and ready before class begins.
- Uphold the Learning Group Policies

**b. Writing Requirements**

During class time, students work in their assigned small groups to develop written analyses of case prompts. Though these prompts are not formally graded, students are still expected to develop authentic work that is free of plagiarism. In D2L, please see Course Info Folder ➔ About Plagiarism for additional strategies in authentic writing that avoids plagiarism. Also, see Syllabus section below: **Academic Integrity**.

**c. Use of laptops, iPads, and other online devices** (This section VIII.c. is a CON policy. Because of the flipped, blended course format, NUR301 students are encouraged to use their electronic devices in class to support their learning of pathophysiology and to practice real time information finding skills they will need to use as health care professionals. With this privilege comes the responsibility to use devices appropriately which includes staying on task and accessing course-related content only.) Students will no longer have the option of using laptops, IPADs, tablets, smart phones or other electronic online devices during theory classes unless instructed by the faculty member for a specific assignment. Students are encouraged to refrain from printing out the PPT slides. To facilitate note-taking faculty will number each slide enabling students to readily link slides with written notes. No Taping of lectures or presentations without instructor consent. You will be allowed to use your laptop to take the quizzes and exams only.
IX. Course Materials

Please read carefully through this entire section before making purchases.

Check List Summary

- Porth’s Essentials of Pathophysiology 4th ed
- PrepU for 4th Ed Essentials of Pathophysiology with ≥ 6 month access
  (CoursePoint is an optional bundle = Essentials of Pathophys 4th ed as e-text only + PrepU)
- Medical Dictionary
- Adobe Reader
- D2L access with reliable, high-speed connection
- Sketch paper, colored pencils and a highlighter
- NUR301 Library Guide access at http://libguides.lib.msu.edu/nur301 (also in D2L)
- CON Technology Requirements (BSN Handbook; NUR301 students need to be in compliance.)

a. Required Texts

Students must have access to the course text, both in and out of class, and may choose their preferred format (ISBN can vary among formats). Both a hard copy and a downloadable, electronic copy are available. The electronic copy can also be bundled with PrepU in a product called CoursePoint (see below). Students must keep their pathophysiology texts to use throughout clinical courses, so previous editions are not recommended.


Each semester, students ask about using different versions of the required text. Porth’s Pathophysiology: Concepts of Altered Health States 9th edition (ie. “big Porth” ISBN 978-1-4511-4600-4), is an appropriate substitute but, for some content areas, will have more detail than is required which may get confusing.

Students must also have access to PrepU – an adaptive quizzing extension of the textbook which you can purchase separately or bundled with the e-text in CoursePoint. Students need to have active PrepU accounts the day after course orientation. Students can use PrepU for self-check and active study; we will also be using the adaptive quizzing feature for required prep quizzes.

ISBN 978-1-4698-8170-6
PrepU for 4th ed of Essentials of Pathophysiology
http://tinyurl.com/PrepU4thedPorth

After you purchase the PrepU access code, go to www.thepoint.lww.com, click on New User, and set up your LWW account using your MSU email. Then, go into your PrepU, click on “My Classes” and enter the class code in the Class Code field to link your PrepU account to NUR301. The class code is 57ABE1D3. (Note that the class code is different from purchasing the access code for the program.)

To summarize: purchase PrepU access code → log into thePoint → New User → create LWW account with MSU email → log into thePoint → click on PrepU → enter 57ABE1D3 in the Class Code field

The most cost-effective option may be to purchase a bundled package called CoursePoint (purchase access code then follow same PrepU access instructions above). It includes PrepU access and the downloadable electronic version of the text. (No internet connection required for use after download).

Porth Essentials of Pathophysiology 4e CoursePoint
http://tinyurl.com/CoursePoint4thedPorth
Some items can be purchased directly through Wolters Kluwer with the promo code WPZ47AFD earning 20% off discount and free shipping. Type in all the purchase information first, then type in the code last. Contact Wolters Kluwer Customer Support for all purchase questions: 1.800.638.3030

Because of the technical language of pathophysiology, students need to use a medical dictionary. You must look up words that you do not know, each and every time you find one, and the glossary of the textbook is insufficient. You can access a medical dictionary for no fee via the MSU Libraries. Taber’s Cyclopedic Medical Dictionary has an audio feature that lets you hear the proper pronunciation of terms and is endorsed by the CON BSN curriculum. Here’s the stable link that may require MSU login: http://catalog.lib.msu.edu/record=b10226393~S39a or find it in the NUR301 Library Guide at http://libguides.lib.msu.edu/nur301 or under dictionaries at http://libguides.lib.msu.edu/nursingebooks.

b. Other Required Resources, References, Supplies
Students need a recent version of Adobe Reader to download and access PDF documents (free, downloadable versions available online).

This flipped, blended course uses the D2L course management system for unit objective documents, digital animations, minimovies, links, handouts, announcements (ie. “News”), student-student communication and student-professor communication. See D2L Help for recommended, compatible browsers. See the Tech Tips module on D2L for extra help accessing files.

Frequently Called Telephone Numbers
Desire2Learn Helpline
1.800.500.1554 (24 hrs, 7 days/week)
517.355.2345 (24 hrs, 7 days/week)
http://help.d2l.msu.edu/
Always check with the Help Line first!

Simulation Lab in Life Sciences: 517.355.5765 (with answering machine)
Media Lab (Andy Greger) Life Sciences: 517.353.9020
College of Nursing Office of Student Support Services in C120 Bott Building: 517.353.4827
Sean Wright, Instructional Designer and SPARKPLUS Support: 353-4514
PrepU Tech Support: 1-800-468-1128 http://thepoint.lww.com/ContactUs

c. Recommended Course Materials
As you develop study tools based on unit objectives, you’ll be doing a lot of sketching, tables, and flow charts. For these, I recommend a notebook that has blank, unlined pages (such as a spiral bound sketch pad), or a package of white paper that you can punch into a 3-ring binder. When developing written responses and study tools for unit objectives, mark your work with the unit and objective # and leave plenty of space to add more detail in class. For example, Inflammation review Obj #2 or Neoplasia pathophys objective #7. You will find it helpful to have colored pencils for the required prep and LGCS work (see below) and a highlighter for your “question color” that you don’t use for anything else.

Dr. Freidhoff and CON’s librarian, developed a NUR301 Library Guide (ie. a set of MSU library resources linked through D2L) to support your prereq knowledge and unit objective work. In addition to Taber’s medical dictionary, you will find e-texts on cell biology and biochemistry, physiology, anatomy, and pharmacology. http://libguides.lib.msu.edu/nur301

d. Electronic Books (E-Books)
Access e-books through the MSU Libraries Catalog or the Nursing E-book page:
The e-books here allow immediate access—some to unlimited concurrent users and others to single user. While most titles may not be very useful for NUR301, there is a list of additional medical dictionaries, drug guides, and some pathophys-related material. Content is organized by specialty or subject category.

X. Evaluation

a. Learning Assessments and Grading  NUR 301 course grade will be determined based on the following assignments and assessments. In order to pass the course students must achieve a cumulative grade of ≥75%.

<table>
<thead>
<tr>
<th>ITEMS GRADED</th>
<th>WEIGHT (% OF COURSE GRADE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep Quizzes (20 of 22)</td>
<td>0.25% each quiz (5% total)</td>
</tr>
<tr>
<td>4 Exams</td>
<td>Exam 1 = 19% (LGCS 1-6) Exam 2 = 16% (LGCS 7-11) Exam 3 = 19% (LGCS 12-17) Exam 4 = 16% (LGCS 18-22) (70% total)</td>
</tr>
<tr>
<td>Self and Peer Evaluation I and II for Learning Group Cases Sessions Participation Grade</td>
<td>Completion earns .5% each (1% total*)</td>
</tr>
</tbody>
</table>

*No late Self and Peer Evaluations will be accepted for credit. 
*Comments need to be authentic and unique to each group member. Evaluation comments that are mostly the same for each group member will not earn credit. 
*If a student is absent for a total of ≥ 5 of the 22 Learning Group Case Sessions, the student does not have sufficient exposure to LGCS and is considered unable to provide reliable Self and Peer Evaluations; therefore the student earns a 0 on all Self and Peer Evaluations for LGCS Participation regardless of completion.

<table>
<thead>
<tr>
<th>ITEMS GRADED</th>
<th>WEIGHT (% OF COURSE GRADE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>24%</td>
</tr>
</tbody>
</table>

With weighted assessments, you cannot take the total points earned on each assignment and divide by the sum of the points available in the course. Weighting with % provides more flexibility to make decisions based on pedagogy and assessment. When writing an exam, professors can include the types and balance of questions best suited to the assessment rather than needing to add, say, 3 more questions just to make it an even 70 points. When assessments are weighted differently, you need to find out what % you have earned so far in the course and divide it by the total % available. For example, if you scored 90% on Exam 1, you earned 90% of the 16% (ie. .90 x 16% = 14.4%) that the exam is “worth” and that 14.4% will go towards your course grade.

Here’s an example of a grade calculation:

(quiz1% x 0.0025) + (quiz2% x 0.0025) + (quiz3% x 0.0025) + (quiz 4%... + (exam 1% x .16)...

Add all those up, divide by the total % that’s available so far (eg. 17.25% after 5 Quizzes, Exam 1).

If your earned sum from above = 14.47% 
14.47/17.25 = .838 = 83.9% = 2.5  (You can see that the College does not round course grades up.)

That means you have earned 14.47% of the 17.25% that’s been available to earn, or 83.9% of the total available at that time in the course. If you have a question about your grade at any time in the course, please meet with the course chair and bring your written out calculation to the meeting.
b. Grading Scale  This course uses the *Standard College of Nursing grading scale.*

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100 %</td>
<td>4.0</td>
</tr>
<tr>
<td>89-93.99%</td>
<td>3.5</td>
</tr>
<tr>
<td>84-88.99%</td>
<td>3.0</td>
</tr>
<tr>
<td>79-83.99%</td>
<td>2.5</td>
</tr>
<tr>
<td>75%-78.99%</td>
<td>2.0</td>
</tr>
<tr>
<td>(Minimum passing grade)</td>
<td></td>
</tr>
<tr>
<td>70%-74.99%</td>
<td>1.5</td>
</tr>
<tr>
<td>65%-69.99%</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;65%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

CON does not round Course Grades. (eg. 93.9% = 93% = 3.5)

For specific information regarding grading related to student progression through the curriculum, please reference the “Progression through the Major Policies” section of the Baccalaureate Student Handbook.

c. Prep Quizzes

Preparation quizzes provide a means of accountability and help students assess their basic understanding of content prior to the F2F Learning Group Cases Sessions. Students take all prep quizzes online as scheduled in the Course Calendar after completing the unit objective work. Each prep quiz covers the unit that will be discussed in the very next LGCS. For example, Prep Quiz 3 covers Neoplasia so a student’s preparation should include all objectives from that unit’s content.

Quizzes can be found during their open times in PrepU. Since the lowest 2 quiz scores are dropped, students may NOT make up a quiz for any reason. If a student is unable to take an online assessment for any reason (including but not limited to technology problems/errors, family emergency, illness, travel) the missed quiz will count as a dropped score. If more than 2 quizzes are missed, a student will be given a score of zero for each additional missed quiz. Students are strongly urged to plan ahead and to take all prep quizzes as scheduled regardless of current circumstances. Students should take all online assessments on a secure, high-speed internet connection (which often means not in the student’s residence) to avoid technology problems.

When you login to take a Prep Quiz, make sure you are taking the assigned quiz and not self-quizzing. You can check your score in the results section to verify. When a student achieves mastery, the quiz shuts off and the student earns a 100% for that quiz. If “mastery” level is not achieved by the time the quiz closes, the student earns a 0 for that quiz. “Mastery level” is achieved by answering a sufficient number of questions correct at the appropriate level of difficulty as by determined by the program – also known as adaptive quizzing. Since prep quizzes and exams serve different functions, proficiency on prep quizzes does not always correlate to success on exams. Prep quizzes help ensure preparation; exams assess summative knowledge and skill.

Think of the prep quizzes as learning tools, not just as assessment tools. Though you need to be individually prepared before opening a quiz, you are encouraged to work together, and to use your study tools (objective work) and the course text. Additionally, students can use PrepU for self-quizzing.
d. Examinations
   a. Tardiness: If a student is late, he/she will only be allowed the allotted time remaining to complete the exam.
   b. Absences: Students must notify course faculty of any absence prior to the start of the exam.
   c. Excused absence: Absence from an exam may be excused for such reasons as a family death, serious family illness, court mandated appearance, and personal illness (requiring HCP documentation). Excused absence must have appropriate documentation in order to be excused. Course faculty will make the determination of whether an absence is excused if it meets the above criteria.
   d. Unexcused Absence: No make-up exam will be scheduled. Student will receive a zero grade.
   e. Make-up Exam (for excused absence only):
      i. Students must contact the faculty member to schedule the make-up examination. The exam must be made-up within 1 week of the original examination date; any extension beyond 1 week is at the discretion of faculty and would only occur in the event of extraordinary circumstances. Faculty will determine the date and time of the make-up exam.
      ii. Make-up exams may differ from the original exam and include, for example, essay, short answer, matching, and true/false type questions.
   f. Proctor Process: See the BSN Student Handbook for the proctoring process.

Each exam assesses all units listed on the course calendar since the previous exam. However, due to the inter-connected nature of pathophysiology, understanding of units assessed on previous exam(s) will be necessary. For example, understanding hypertrophy (tested specifically on Exam 1) is necessary to explain cardiac compensation for hypertension (tested on Exam 3). Another example is using fluid forces (tested specifically on Exam 2) in order to explain why a patient in heart failure develops edema (tested on Exam 3). A final example is answering an Exam 4 question on breast cancer by using Exam 1 content on neoplasia.

All exams are closed; any student wishing to view an exam after taking it needs to attend the scheduled exam debrief (see Course Calendar). Students are encouraged to bring any hard copy resources (eg. course texts, study tools) to debrief an exam. You need to print out and bring your feedback email from the scoring office that indicates your form, the correct answers, and which questions you missed. Electronic devices (including laptops and cell phones) and writing utensils are not permitted. Exam debriefs are a viewing and discussion opportunity, not a note-taking opportunity. If a student has a documented conflict with an exam debrief and would like to view the exam, email the Course Chair to debrief during office hours. The final option is to attend open office hours at the end of the semester (see Course Calendar).

The Final Exam is cumulative – a comprehensive, balanced assessment of content from the entire semester. The best way to prepare for a cumulative final is to stay organized, focused, and on-task throughout the semester, putting full effort into preparation for and participation in LGCS.

According to University policy, only students who have 3 finals scheduled on the same day (NUR301 and two others), or 2 finals with overlapping times are eligible for an alternate final exam time. Students must supply documentation by the date indicated on the course calendar. Documentation includes: syllabus from the conflicting course, course schedule from StuInfo, and dates/times of all other final exams. Students with documented, University approved conflicts will take the NUR301 final on an alternative date and time determined by the Course Chair.

e. Feedback
NUR301 provides many feedback opportunities. In addition to formal feedback provided by quiz scores, exam scores, and online discussions, the LGCS environment is feedback-rich. In small group discussion, developing a case analysis is one form of feedback as you check your understanding against that of your peers’. Another form of feedback is asking the professor questions or requesting clarification either
during small group or during section discussion. Rather than listen passively during small group or section discussion, compare your ideas to those offered by others in the section. Evaluating your current understanding against the information provided by peers and professors provides feedback. The PrepU self-quizzing features is another form of feedback.

Finally, students are evaluated by and receive feedback from their Learning Group members. Based on the results of a recent study of student perceptions, NUR301 students will evaluate their group members twice each semester as indicated in the Course Calendar using the online peer rating tool SPARKPLUS. NUR301 helps students develop a professional skill set which includes working collaboratively with peers and evaluating peers. Both Self and Peer Evaluation 1 and Self and Peer Evaluation 2 are formative evaluations, meaning the evaluations provide students with feedback that they can use to change their behavior and to augment group process. Provided the evaluation requirements are met, the evaluation results are not used in calculating a student’s course grade. Comments need to be authentic and unique to each group member. Evaluation comments that are mostly the same for each group member will not earn credit. (see Course Calendar and Evaluation: Grade Breakdown table)

f. Honors Option There are no H-Options available for NUR301 this semester.

XI. Course, College and University Policies
The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

CON BSN Student Handbook: http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm
   o Includes Professional Development Guidelines
   o Students are responsible for the information found in the CON BSN Student Handbook.
MSU Spartan Life Online: http://www.vps.msu.edu/SpLife.
Information for MSU Students: http://www.msu.edu/current/index.html
Academic Programs: http://www.reg.msu.edu/AcademicPrograms
Code of Teaching Responsibility and Student Assessments and Final Grades: http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=514
Integrity of Scholarship and Grades: http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534

a. Grief Policy
The faculty and staff should be sensitive to and accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in his/her classes.

It is the responsibility of the student to:
   a) notify the Associate Dean by completing the grief absence request form https://reg.msu.edu/StuForms/Stuinfo/GriefAbsenceForm.aspx;
   b) complete all missed work as determined by the instructor

It is the responsibility of the Associate Dean or designee to:
   a) determine with the student the expected period of absence – it is expected that some bereavement processes may be more extensive than others depending on individual circumstances
   b) notify the faculty that the student will be absent
   c) receive verification of the authenticity of a grief absence request upon the student’s return

Freidhoff, December 2015
It is the responsibility of the instructor to work with the student to:

a) make reasonable accommodations

b) to include appropriate language describing such accommodations in their course syllabus, so that the student is not penalized due to a verified grief absence. Students who believe their rights under this policy have been violated should contact the University Ombudsperson.

b. Accommodations for Students with Disabilities
Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. https://www.rcpd.msu.edu/ Students who use RCPD accommodations must adhere to the RCPD policies and procedures.

c. Academic Integrity
Whenever the academic environment includes written work, students and professors (yes, professors, too!) are at risk of plagiarizing. Students are expected to read the information on D2L in the Course Info folder related to plagiarism and academic dishonesty. The response of “I didn’t know that what I was doing was plagiarism” will not be accepted. Academic integrity is also expected when taking assessments.

Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College adheres to the policies on academic honesty as specified in General Student Regulations 1.0 on Protection of Scholarship and Grades, the all-University Policy on Integrity of Scholarship and Grades, and Ordinance 17.00 on Examinations. (See Spartan Life: Student Handbook and Resource Guide http://splife.studentlife.msu.edu/ and/or the MSU Web site: www.msu.edu). Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com web site or other similar sites to complete any course work for this course. Students who violate course, College, or University policy may receive a penalty grade, including – but not limited to – a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. See also: https://www.msu.edu/unit/ombud/academic-integrity/index.html#regulations

d. Professionalism and Disruptive Behavior
Please keep in mind that you are preparing for your future as a health care professional, and treat our virtual classroom space and F2F space as you would any other professional setting. This includes being mindful of your communication style, both verbal and written. On discussion boards, please be mindful of “netiquette” – a set of social guidelines for cyber-interaction, the most important of which emphasize respecting the people behind the computers. If you are feeling angry/frustrated/emotional while typing a communication, save the message and proof it later before sending/posting. Any online communication that is interpreted as being disrespectful, inappropriate, or inflammatory may be deleted from the course. The individual student will be asked to reword and repost the communication. Please remember to follow the Discussion Board Guidelines.

Additionally, please don’t be rude. This includes but is not limited to: using a cell phone or other electronic communication for non-course purposes, engaging social media, accessing web sites not related to course work, coming to class late or leaving class early, talking about non-case related topics, having side conversation when somebody is addressing the class, etc. Disruptive behavior will be addressed and the student may be asked to leave the classroom. Leaving the classroom will count as an absence, regardless of how much class time is missed. Unless you are using your phone for NUR301 course work, it should be turned off and put away. Texting during class is rude to your group members and rude to your
instructor. If you choose to use your phone for non course-related purposes, you will be asked to put it in the front of the room until class ends or you will be asked to leave class.

Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: “The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned.” Article 2.3.10 of the AFR states that “The student has a right to scholarly relationships with faculty based on mutual trust and civility.” General Student Regulation 5.02 states that “No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted.” Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

e. Attendance
On time attendance at all scheduled class sessions for Learning Group Cases is required as is individual, out-of-class preparation for these sessions. If you will be late to or absent from an LGCS, please contact the course chair, the faculty teaching the LGCS, and your group members. Students must work in the Learning Group to which they are assigned. Coming to class late and/or leaving class early may count as absences at the instructor’s discretion and may be reflected in the individual student’s grade. Since course grading provides leeway for absences, students do not need to provide documentation for missed LGCS. Excessive absences will affect a student’s course grade, as shown under Evaluation.

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. See the Ombudsman’s web site for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean's drop for students who fail to attend class sessions at the beginning of the semester.

XII. Communication
If you have questions about using D2L or experience any D2L-related problems contact D2L. If you have problems during a quiz, first contact PrepU Tech Support. Then, email the course chair after reviewing the quiz policies and documenting problems with screen shots that also show your name and date.

Questions about content and course details and course assignments should be posted on the appropriate D2L discussion board, NOT emailed to faculty. This helps extend our classroom to the virtual space and minimizes the number of times we have to e-respond to the same question. Questions will be answered within about 48 hours, excluding weekends and holidays. Student responses to student discussion board questions are encouraged; professors check them for accuracy and also post responses.

Please post general questions in the Course Logistics Discussion Board after checking the syllabus and D2L News for relevant information. Do not email these questions to professors. Examples of appropriate Course Logistics Discussion Board questions are: “I’m confused about where to find my group # for the first LGCS. Are they posted yet?” or “I took the first quiz but don’t see my grade recorded. Is anybody else having the same problem?” or “Dr. Freidhoff said the answers for the DM worksheet would be posted, but I don’t see them in the Endocrine folder. Can somebody please tell me where they are?”

Please post questions about content (ie. what you're learning) in the Content Discussion Board. Do not email these questions to professors. Examples of appropriate Content Discussion Board questions are: “I understand that patients in diabetic ketoacidosis have a low pH due to…, but why do
they have an increased respiratory rate? Does it have something to do with compensation? On page …of Porth, it states…”

**First, read the guidelines in the Content Discussion Board.** Then, read the course text because you will most often be able to answer your own question – an essential skill for lifelong learning! Students need to become comfortable using dense scientific resources in order to develop habits as lifelong learners. This should be reflected in your posted question. **If the posting guidelines are not followed, the student will be asked to re-word the post.**

Please contact the **course chair via email** only with questions about other course issues that are **personal**. An example of **appropriate email questions** are: “I have a family tragedy and I just don’t know if I can finish the course. How do I get an incomplete and finish the course later?” or “I added the course late and am wondering how I get assigned to a Learning Group.” or “I’m not achieving my course goal of … Here’s what I’ve been doing to study and prepare:...Here are the 3 times I’m available to meet.” or “I’m really confused about negative feedback loops and I can’t come to your office hours because... Could we schedule a time to meet before Section 1? I’m also available…” **If scheduling an appointment**, please review the syllabus section on Faculty Info. Email responses will be returned within 48 hours of receipt, **excluding weekends and holidays.** **If the instructor does not respond within 48 hours, please resend your message!** Voice mail is NOT reliable.

**Course Announcements** will be posted in D2L News throughout the semester, NOT sent via email. It is the students’ responsibility to regularly check D2L for announcements and updates. This eliminates communication problems with different email systems and ensures the communication is posted in one location that is available to and verifiable by all.

**XIII. For Additional Help**  
Students who are either failing (i.e. <2.0) or who are not performing at his/her personal expectations at any time during the semester should seek immediate help from one or more of the following sources, and should continue to access help until the student is achieving a passing grade and performing at his/her expectations:

- Dr. Freidhoff (see Faculty Info and office hours)
- Fellow classmates
- Jessica DeForest, MSU Learning Resources Center 202 E. Bessey 517.355.2363. Jessica is particularly good at helping students with study strategies and with test taking skills. MSU’s Learning Resource Center may have additional help. Please let Dr. Freidhoff know if you are meeting with Jessica DeForest or using other help from the LRC.
- CON Office of Student Support Services 1.800.605.6424 or 517.353.4827
- Pathophysiology Tutor: There are no course- or College-sponsored tutors for NUR301, but there is a tutor list on D2L to use at your discretion. You negotiate with the tutor for dates/times/compensation. Group sessions may be an option as well, and may be cheaper per student than meeting individually. Please let Dr. Freidhoff know if you are meeting with a tutor.

**XIV. Course Calendar**  
Please see the following page.

**MSU’s Academic Calendar:** [http://www.reg.msu.edu/ROInfo/Calendar/academic.aspx](http://www.reg.msu.edu/ROInfo/Calendar/academic.aspx)
# NUR 301: CLINICAL PATHOPHYSIOLOGY
## COURSE CALENDAR
### SPRING SEMESTER 2016

(If printing, print in color or adequate greyscale to show color differences.)

<table>
<thead>
<tr>
<th>WEEK # &amp; DAY</th>
<th>DATE</th>
<th>TOPICS AND ACTIVITIES (Units, Quiz, Exam)</th>
<th>ADDITIONAL INFORMATION</th>
</tr>
</thead>
</table>
| 1 Monday     | Jan 11 | **In Class Orientation & Pretest**  
• Attendance is critical because you take an entry Pretest.  
Also:  
• become adept at navigating D2L & set up PrepU account  
• work through About Plagiarism on D2L  
• carefully read the syllabus  
• put all your spring activities—including NUR301 info and your pathophys study time—on one master calendar  
• Look up your Learning Group # on D2L once posted! | Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions. Each Learning Group Case reflects multiple unit objectives. Each quiz and exam item relate to at least one unit objective. |
| 1 Tuesday    | Jan 12 | Read Quiz Policies in the syllabus.  
Prep Quiz 1 for LGCS1  
Opens at 7am; Closes at 11pm | Please check the LGCS folder on D2L for your Learning Group # before coming to our first LGCS.  
****Reminder: Find quizzes in PrepU – link posted in D2L.**** |
| 1 Wednesday  | Jan 13 | LGCS1:  
Cellular Response to Stress, Injury and Aging |  |
| 2 Monday     | Jan 18 | **MLK Day** – “A day ON, not a day OFF.”  
www.mlkday.gov | Also called the King Day of Service. Please participate in some of the many campus-wide service and diversity events. |
| 2 Tuesday    | Jan 19 | Prep Quiz 2 for LGCS2  
Opens at 7am; Closes at 11pm | Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions. |
| 2 Wednesday  | Jan 20 | LGCS2:  
Inflammation  
Cell Proliferation, Tissue Regeneration and Repair |  |

Freidhoff, December 2015
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Subject</th>
<th>Notes</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Friday</td>
<td>Jan 22</td>
<td>Prep Quiz 3 for LGCS3</td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.</td>
</tr>
<tr>
<td>3</td>
<td>Monday</td>
<td>Jan 25</td>
<td>LGCS3: Neoplasia</td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.</td>
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<tr>
<td>3</td>
<td>Tuesday</td>
<td>Jan 26</td>
<td>Prep Quiz 4 for LGCS4</td>
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<tr>
<td>3</td>
<td>Wednesday</td>
<td>Jan 27</td>
<td>LGCS4: Infection and Immune Dysfunction</td>
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<tr>
<td>3</td>
<td>Friday</td>
<td>Jan 29</td>
<td>Prep Quiz 5 for LGCS5</td>
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<tr>
<td>4</td>
<td>Monday</td>
<td>Feb  1</td>
<td>LGCS5: Hematopoietic Dysfunction I</td>
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<tr>
<td>4</td>
<td>Tuesday</td>
<td>Feb  2</td>
<td>Prep Quiz 6 for LGCS6</td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.</td>
</tr>
<tr>
<td>4</td>
<td>Wednesday</td>
<td>Feb  3</td>
<td>LGCS6: Hematopoietic Dysfunction II</td>
<td>Reminder: Friday, February 5 is the last day to drop and get a tuition refund.</td>
</tr>
<tr>
<td>5</td>
<td>Monday</td>
<td>Feb  8</td>
<td>Exam 1 on LGCS 1-6 Units</td>
<td>See Syllabus: Course Policies: Examinations.</td>
</tr>
<tr>
<td>5</td>
<td>Tuesday</td>
<td>Feb  9</td>
<td>Prep Quiz 7 for LGCS7</td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.</td>
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<tr>
<td>Day</td>
<td>Date</td>
<td>Event</td>
<td>Details</td>
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| 5 Wed  | Feb 10     | LGCS7: Acid-Base Dysfunction  
Exam debrief follows LGCS. Bring a hard copy of your exam results. See syllabus for details.  
Self and Peer Evaluation I opens at 7pm. | Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.                                                                 |
| 5 Fri  | Feb 12     | Prep Quiz 8 for LGCS8  
Opens at 1pm, Fri Feb 12  
Closes at 11pm, Sun Feb 14 | Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.                                                                 |
| 6 Mon  | Feb 15     | LGCS8: Fluid and Electrolyte Dysfunction  
Self and Peer Evaluation I closes at 11pm. | Watch D2L News for when SPARKPLUS is reopen to see your evaluations.                                                                                                                                     |
| 6 Tue  | Feb 16     | Prep Quiz 9 for LGCS9  
Opens at 7am; Closes at 11pm | Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.                                                                 |
| 6 Wed  | Feb 17     | LGCS9: Endocrine Dysfunction I | See Final Exam note below.                                                                                                                                                                               |
| 6 Fri  | Feb 19     | Prep Quiz 10 for LGCS10  
Opens at 1pm, Fri Feb 19  
Closes at 11pm, Sun Feb 21 | Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.                                                                 |
| 7 Mon  | Feb 22     | LGCS10: Endocrine Dysfunction II | Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.                                                                 |
| 7 Tue  | Feb 23     | Prep Quiz 11 for LGCS11  
Opens at 7am; Closes at 11pm | Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.                                                                 |
| 7 Wed  | Feb 24     | LGCS11: Urinary and Renal Dysfunction  
Reflect on your Peer Evaluations (SPARKPLUS) | Watch D2L News for when SPARKPLUS is reopen to see your evaluations.                                                                                                                                     |
| 8 Mon  | Feb 29     | Exam on LGCS 7-11 Units | See Syllabus: Course Policies: Examinations.  
Documenting due for final exam conflicts. Submit documentation electronically to Course Chair. See Syllabus: Course Policies and Final Exam date below.                          |
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>March 2</td>
<td>Open for Prep (no class)</td>
<td>Don’t save your prep for Spring Break. Maximize this free time and do it this week!</td>
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<td><strong>March 2</strong> is the last day to drop this course &amp; not have a grade reported.</td>
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<tr>
<td>Friday</td>
<td>March 4</td>
<td>Prep Quiz 12 for LGCS12</td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.</td>
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<td>Opens at 1pm, Fri March 4</td>
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<td>Closes at 11pm, Sun March 13</td>
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<td>Spring Break</td>
<td>Have fun, stay safe, and apply sunscreen q2h!</td>
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<tr>
<td>Monday</td>
<td>March 7-11</td>
<td>LGCS12: Gastrointestinal and Accessory Organ Dysfunction I</td>
<td>Exam debrief follows LGCS. Bring a hard copy of your exam results. See syllabus for details.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>March 14</td>
<td>Prep Quiz 13 for LGCS13</td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.</td>
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<td></td>
<td></td>
<td>Opens at 7am; Closes at 11pm</td>
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<tr>
<td>Wednesday</td>
<td>March 16</td>
<td>LGCS13: Gastrointestinal and Accessory Organ Dysfunction II</td>
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<tr>
<td>Friday</td>
<td>March 18</td>
<td>Prep Quiz 14 for LGCS14</td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.</td>
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<td></td>
<td>Opens at 1pm, Fri March 18</td>
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<td></td>
<td></td>
<td>Closes at 11pm, Sun March 20</td>
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<tr>
<td>Monday</td>
<td>March 21</td>
<td>LGCS14: Cardiovascular Dysfunction I</td>
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<tr>
<td>Tuesday</td>
<td>March 22</td>
<td>Prep Quiz 15 for LGCS15</td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.</td>
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<td>Opens at 7am; Closes at 11pm</td>
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<tr>
<td>Wednesday</td>
<td>March 23</td>
<td>LGCS15: Cardiovascular Dysfunction II</td>
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<td><strong>Self and Peer Evaluation II opens at 7pm.</strong></td>
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<td>Date</td>
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<td>Activity Details</td>
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<tr>
<td>10 March 25</td>
<td>Friday</td>
<td>Prep Quiz 16 for LGCS16&lt;br&gt;Opens at 1pm, Fri March 25&lt;br&gt;Closes at 11pm, Sun March 27&lt;br&gt;Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.</td>
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<tr>
<td>11 March 28</td>
<td>Monday</td>
<td>LGCS16: Respiratory Dysfunction I&lt;br&gt;&lt;i&gt;Self and Peer Evaluation II closes at 11pm.&lt;/i&gt;</td>
<td></td>
</tr>
<tr>
<td>12 March 29</td>
<td>Tuesday</td>
<td>Prep Quiz 17 for LGCS17&lt;br&gt;Opens at 1pm, Tues March 29&lt;br&gt;Closes at 11pm, Sun March 29&lt;br&gt;Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.</td>
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<tr>
<td>13 March 30</td>
<td>Wednesday</td>
<td>LGCS17: Respiratory Dysfunction II</td>
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<tr>
<td>12 April 4</td>
<td>Monday</td>
<td>Open for Exam 3 Prep (For real. No class. It’s a gift! Use it wisely.)&lt;br&gt;Reflect on your Peer Evaluations (SPARK&lt;sup&gt;PLUS&lt;/sup&gt;)&lt;br&gt;Watch D2L News for when SPARK&lt;sup&gt;PLUS&lt;/sup&gt; is reopen to see your evaluations.</td>
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<tr>
<td>12 April 6</td>
<td>Wednesday</td>
<td>Exam 3 on LGCS 12-17 Units&lt;br&gt;See Syllabus: Course Policies: Exams.</td>
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</tr>
<tr>
<td>13 April 8</td>
<td>Friday</td>
<td>Prep Quiz 18 for LGCS18&lt;br&gt;Opens at 1pm, Fri April 8&lt;br&gt;Closes at 11pm, Sun April 10&lt;br&gt;Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.</td>
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<tr>
<td>13 April 11</td>
<td>Monday</td>
<td>LGCS18: Genitourinary and Reproductive Dysfunction I&lt;br&gt;&lt;i&gt;Exam debrief follows LGCS. Bring a hard copy of your exam results. See syllabus for details.&lt;/i&gt;</td>
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</tr>
<tr>
<td>13 April 12</td>
<td>Tuesday</td>
<td>Prep Quiz 19 for LGCS19&lt;br&gt;Opens at 7am; Closes at 11pm&lt;br&gt;Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.</td>
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<tr>
<td>13 April 13</td>
<td>Wednesday</td>
<td>LGCS19: Genitourinary and Reproductive Dysfunction II</td>
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<tr>
<td>13 April 15</td>
<td>Friday</td>
<td>Prep Quiz 20 for LGCS20&lt;br&gt;Opens at 1pm, Fri April 15&lt;br&gt;Closes at 11pm, Sun April 17&lt;br&gt;Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.</td>
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<tr>
<td>Date</td>
<td>LGCS20: Neurologic Dysfunction</td>
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<tr>
<td>Monday</td>
<td>April 18</td>
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<td>Tuesday</td>
<td>April 19</td>
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<td>Friday</td>
<td>April 22</td>
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<td>Monday</td>
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<tr>
<td>Wednesday</td>
<td>April 27</td>
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### Prep Quiz for LGCS21
- **Opens at 7am; Closes at 11pm**
- **Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.**

### Prep Quiz for LGCS22
- **Opens at 1pm, Fri April 22**
- **Closes at 11pm, Sun April 24**
- **Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.**

### Exam 4 on LGCS 18-22 Units
- **Debrief exam during open office hours of final exam week. See syllabus for details.**

### Final Exam
- **see Syllabus: Course Policies: Examinations**

### Open Office Hours 9:15am-3:15pm
- **Monday, May 2, A230 Life Sciences**
- **Wednesday, May 4, A131 Life Sciences**
- **Thursday, May 5 2016 10:00am - 12:00pm Location TB D**

According to University policy, the only students eligible to schedule an alternative final are those who have 3 finals scheduled on the same day (NUR301 and two others), or 2 finals with overlapping times—both very rare circumstances. Students must supply documentation by **February 29th**. Documentation includes: syllabus from the conflicting course, course schedule from StuInfo, and dates/times of all other final exams. Students with documented conflicts will take the NUR301 final on an alternative date and time determined by the Course Chair.

Link to MSU’s Academic Calendar through Office of the Registrar: [http://www.reg.msu.edu/ROInfo/Calendar/academic.aspx](http://www.reg.msu.edu/ROInfo/Calendar/academic.aspx)