

**Jordan University of Science and Technology**  
**Faculty of Nursing**  
**Department of Adult Health Nursing**  
**Spring 2015**

<b>Course Information</b>	
<b>Course Title</b>	Pathophysiological & Psychological Responses: Assessment & Diagnoses
<b>Course Number</b>	NUR 712
<b>Prerequisites</b>	
<b>Instructors</b>	Dr. Mousa Al -, RN, MSN DNSc. Dr. Wejdan A Khater, RN. MSN PHD
<b>Course Description</b>	
<p>This course addresses common health responses that acutely ill adults may experience within the context of family and culture. Students use a holistic approach to provide nursing care directed to these responses and associated physiological, psychological, and spiritual phenomena. This course emphasizes the assessment, diagnosis, and planning phases of the nursing process.</p> <p>In this course, the students will examine selected health alterations in response to acute illness. The focus will be on the following responses: stress, pain, edema, fatigue, ischemia, dyspnea, cachexia, trauma, metabolic syndrome, altered clotting, impaired immune response, sleep disturbances, and psychological responses. In addition, each student will identify clinical problem, synthesize the literature around it and write a formal paper. Each health response will be examined in respect to definition, related terms, pathophysiological mechanisms, assessment parameters, risk groups, and associated diagnoses. Emphasis will be placed on analysis of factors related to legal, ethical, cultural, family, and spirituality dimensions.</p>	

<b>Text Book</b>	
<b>Title</b>	<i>Pathophysiological Phenomena in Nursing: Human Responses to Illness.</i>
<b>Author(s)</b>	Carrieri-Kohlman, V., Lindsay, A., & West, C.
<b>Publisher</b>	Saunders, Philadelphia: PA
<b>Year</b>	2003
<b>Edition</b>	3 <sup>rd</sup>
<b>Book Website</b>	
<b>References</b>	<i>Publication manual of the American Psychological Association</i> (2010) (6 <sup>th</sup> ed.). Washington, DC: American Psychological Association

<b>Assessment Policy</b>		
<b>Assessment Type</b>	<b>Expected Due Date</b>	<b>Weight</b>
Mid Term Written Exam		35%
Class participation (Appendix D)		15%
Problem solving paper Appendix A&B		35%
Presentation (Appendix C)		15%
<b>Total</b>		<b>100%</b>

<b>Course Objectives</b>	<b>Weights</b>
1. Examine adult health responses to acute illness in the context of family and culture.	30%
2. Appreciate the usefulness of nursing research, nursing process, and nursing theory in managing the care of critically ill adults and their families	15%
3. Integrate knowledge required for proficient assessment of the biopsychosocial needs of the acutely ill adults, and their families.	15%
4. Integrate knowledge required for the skilled delivery and management of the care of the acutely ill adults	15%
5. Analyze current research findings pertinent to advanced nursing practice	15%
6. Identify the intradisciplinary and interdisciplinary roles of the CNS in the acute settings	10%

<b>Teaching &amp; Learning Methods</b>
Content will be presented in a variety of ways including: Lecture/demonstration; small group activities; role playing; and audiovisual aids (AV); interactive classroom discussions of assigned case studies to clarify concepts, and to promote group and individual competencies in critical thinking and learning. Success of learning experiences depends on full participation by each student. Students are expected to complete assigned readings, view videos, etc. prior to coming to class. Students are responsible for any information presented in class (verbal, written, or AV material), in required readings, and in readings/audiovisuals on reserve. Students are also accountable for reviewing information presented in previous Classes.

<b>Useful Resources</b>
Weekly required course readings (Additional reading list will be handed out to students one week before each class.)
Each student has to bring, submit, and discuss a research article relevant to the topic of each class.

## Class Schedule

Date	Topic	Moderator (Faculty)	Presenter
Week 1 14/2	Introduction & Orientation	Dr. Mousa & Dr. Wejdan	
Week 2 21/2	Stress	Dr. Wejdan	Dr. Heyam Dalky
Week 3 28/2	Sleep Disturbance	Dr. Wejdan	
Week 4 6/3	Pain	Dr. Wejdan	
Week 5 13/3/	Infection	Dr. Wejdan	
Week 6 20/3	Metabolic Syndrome	Dr. Wejdan	
Week 7 27/3	Impaired immune responses	Dr. Wejdan	
Week 8 3/4	Acute Trauma	Dr. Wejdan	
Week 9 10/4	Cachexia	Dr. Wejdan	
Week 10 17/4	Fatigue	Dr. Mousa	
Week 11 24/4	Dyspnea	Dr. Mousa	
Week 12 1/5	Holiday Wound Healing	Dr. Mousa	
Week 13 8/5	Edema	Dr. Mousa	
Week 14 15/5	Psychological Responses	Dr. Mousa	
Week 15 22/5	Ischemia	Dr. Mousa	
Week 16 29 (final)	Altered Clotting	Dr. Mousa	

## Additional Notes

<b>COURSE INFORMATION and POLICIES</b>	
<b>Assignment and quiz</b>	Various assignments may be given to enhance student learning and interaction with the content. Points will be deducted for late assignments. <u>Graded assignments turned in after the due time noted will be lowered 10%.</u> An additional 10% grade level will be lost for each successive day late. Random, unannounced quizzes may be given during the semester. Unannounced quizzes missed due to absence cannot be made up.
Testing Policy and Procedure	<b>a. Testing policy</b> -Students will be expected to place all books and papers away (outside the test-room) while they are taking the test. -Students should place their students' ID on the computer table during the exam. -Any question regarding students' sharing of test information, talking during the

	<p>test or any other indication of academic dishonesty will not be tolerated. (Refer to College/Student Handbook).</p> <p>-Exam format for the course will be computer-based exam.</p> <p><b>-PRINTING or COPYING OF ANY EXAM OR PARTS OF AN EXAM IS CONSIDERED ACADEMIC DISHONESTY. INSTANCES OF ACADEMIC DISHONESTY WILL BE TREATED ACCORDING TO THE COLLEGE POLICY.</b></p> <p><b>b. Missing exams:</b> If a student is unable to take a test due to acceptable excuse, that student must inform the course instructor. You must arrange with instructor to make up the test within one week period.</p>
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<b>Academic Progress</b>	Students are responsible for contacting faculty members for consultation regarding a problem with, or questions about the course. <b><i>Any student who earns a grade of 50% or less on any test or assignment is advised to contact the course instructor to discuss their academic progress</i></b>
<b>Attendance</b>	The Faculty of Nursing adheres to the following attendance policy: Attendance in class is <b>mandatory</b> . The faculty understands however, that at times students become ill or have personal or family emergencies that preclude them from attending class. If a student misses more than 20%, <b>he will fail the course and receive a course grade of 35%</b> . Students will be asked to sign an attendance sheet daily to document their presence in class. It is the student's responsibility to make sure they sign this attendance record. If a student is absent with acceptable excuse, he/she is responsible for obtaining information/notes/handouts from another student. If a student is absent on a test day, this counts as 1 absence.
<b>Announcements</b>	You are responsible for any announcements posted by the Faculty of Nursing or by any member of the faculty. Additional notices and messages are posted on appropriate bulletin boards in the College of Nursing hallways. Students are responsible for messages announced in class and the bulletin boards. <b>PLEASE CHECK THESE BULLETIN BOARDS ON A REGULAR BASIS.</b>
<b>Academic Honesty</b>	<p>When we use the information and language of others to enrich our reflection and research papers we must:</p> <ul style="list-style-type: none"> <li>• Tell the reader when we are quoting and indicate the source (person, book, article, etc.) of the quotation</li> <li>• Tell the reader when we are paraphrasing and indicate the source (person, book, article, etc.) of that information.</li> </ul> <p>Quoting or paraphrasing the information and/or language of a source without naming the source is <b><i>plagiarism</i></b>. Plagiarism is unacceptable in an academic institution and is subject to penalty. Please consult your faculty member for additional information and policies regarding academic honesty.</p>
<b>Visitors</b>	The Faculty of Nursing adheres to the following policy regarding visitors in class: Students are not permitted to bring children, family members, or other guests to class. This poses a liability to the college as well as a distraction to other students and the course faculty.
<b>Disabilities</b>	If you have specific physical, psychological or learning disabilities and require accommodations, please let us know early in the semester so that your learning needs may be appropriately met.
<b>Diversity</b>	The Faculty of Nursing adheres to the following policy regarding diversity: Students are to show respect for the interest, preferences, and opinions of others (clients, students, faculty, staff, etc.). There will be zero tolerance for displays of prejudice, discrimination, or hostility based on differences such as gender, nationality, religion, disability, age, or health status. Any student violates this policy will be referred to the Dean.
<b>Equipment/Materials</b>	Any equipment or materials loaned to students becomes their responsibility and must be returned in proper condition at the designated date, time, and place. Students will not receive a course grade until all equipment and materials are returned.

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Students are responsible for all special requirements and information presented in the course syllabus and Student Handbook

## **Appendix A**

### **Problem Solving Paper**

In this paper you have the opportunity to examine in greater depth a patient-based clinical problem. From your clinical experience identify a clinical problem, (physical or psychological), define its parameters, related patients population, its significance, and utilize relevant research findings to support the significance of the problem. Identify research-based interventions. Build a system to evaluate the effectiveness of the interventions. The selected phenomenon should be different from the topic selected for the purpose of class presentation (see appendix E for suggested topics).

The paper should not exceed 15 double space typed pages, and follow the grading criteria in formatting the paper.

#### *Grading Criteria*

No	Concept	Pts
1	Identification of the problem	
	A. State the problem clearly and concisely. Define terms as necessary	5
	B. Describe patient briefly and those factors or symptoms exhibited by the patient to support the existence of the problem (i.e. pertinent assessment findings, etc)	5
	C. Use data from nursing and related research to identify factors that support the problem (why it is a problem; psychological bases, consequences of the problem, etc.). Provide evidence of the synthesis of the literature reviewed and identify its significance to the patient.	20
2.	Nursing interventions	
	A. Identify the nursing action taken and include goal setting and provision for continuity of care. Clearly identify rationale for choice of nursing actions taken, based on nursing and related research Findings.	15
	B. identify specific measurable criteria and evaluate nursing Interventions using these criteria. Provide an anlysis of success or failure of the interventions based on these criteria.	15
3.	Conclusion	
	A. Use literature and research findings that suggst alternative approaches	10
	B. Identify areas for research	10
	C. Provide brief summary	5
4.	Documentation	15
	A. Spelling and grammar	
	B. Sentence structure	
	C. Organization	
	D. APA	
5.	Total	100

## Appendix B

### *Suggested Topics for Problem Solving Paper*

The student can choose from the following suggested topics for the purpose of the problem solving paper, or can arrange with the faculty to choose a topic of interest rather than suggested topics listed below.

<b>Constipation</b>	<b>Azotemia</b>	<b>Anorexia</b>
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<b>Nausea</b> <b>Vomiting</b> <b>Petechiae</b> <b>Delirium</b> <b>Coma</b> <b>Hypothermia</b> <b>Malnutrition</b> <b>Shock</b> <b>Nosocomial Infections</b>	<b>RDS</b> <b>Hunger</b> <b>Stomatitis</b> <b>Anemia</b> <b>Depression</b> <b>Anxiety</b> <b>Needle stick Injury</b> <b>Confusion</b>	<b>Apnea</b> <b>Sepsis</b> <b>Dementia</b> <b>Hyperthermia</b> <b>Hypoxia</b> <b>Diarrhea</b> <b>Denial</b> <b>Loneliness</b>
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## **Appendix C**

### *Guidelines for Evaluating Class Presentation*

Each student (group of students) will be assigned to a nursing phenomenon upon the arrangement with the faculty to be presented in class.

**Class presentation of the selected phenomenon will be evaluated based on the following criteria, where 1=poor; 2=satisfactory; 3=good; 4=very good; 5=excellent.**

Item	1	2	3	4	5
Demonstrates breadth of reading and depth of understanding of the topic					
Critiques and analyzes, not just summarizes, ideas and arguments					
Presents background information for ideas					
Paces presentation appropriately					
Appears well-prepared					
Speaks audibly and clearly					
Encourages and involves class members thoughts and participation					
Summarizes main points at the end of the presentation/discussion					
Solicits and responds constructively to class members opinions					
Utilizes appropriate audio-visual materials and teaching strategies					

## **Appendix D**

### *Grading For Class Participation*

Students learn through participation and positive involvement in class activities. Students are expected to participate effectively in all class activities. Participation and involvement will be graded based on the following criteria:



1. Meeting modules' expectations including participation in discussions, activities and answering questions as required.
2. Values time commitment and respect others' time commitments; meets deadlines.
3. Extent of effective participation in class discussions, including online discussions if applicable.
4. Appropriateness of the share of contribution to class discussions and activities.
5. Use of clear communication.
6. Foster a positive learning climate and is an effective team member (Extent of respect to class manners, does not cause any disruption to class activities and discussions).
7. Extent of preparation as demonstrated in class activities (shows evidence of reading assigned materials).
8. Extent of interpreting and analyzing reading materials (more than just memorizing facts).
9. Enthusiasm and interest (attempts to respond and cooperate with others during class activities).
10. Usefulness of contributions (valuable suggestions, appropriate clarifications, constructive criticisms).
11. Use of appropriate logical interpretation of issues and use critical thinking (focus on significant aspects of issue or problem and can examine issues from different angles).

#### **Additional Notes**

All written work, unless otherwise specified, must be typed, double spaced in APA 6<sup>th</sup> edition format. The quality of the work, as well as the content will be considered. Spelling, punctuation, verb tenses, etc. should be correct and will affect grading.

#### **Plagiarism Statement**

Please be advised that student work submitted for credit in this course should reflect a genuine work. It is not acceptable to reproduce, copy, or encompass any

educational or scientific publication without the proper citation. Students will be subjected to the student code of conduct regarding scientific property. Students need to review the [Code of Student Conduct of Jordan University of Science & Technology Student Handbook for plagiarism and attendance policy](#).

### **Classroom courtesy**

Student's conduct and behavior reflect upon Jordan University of Science & Technology. Students are expected to behave in an appropriate manner in the classroom. Evidence of intolerable conduct on the part of any student is justification for termination (dropping that student from the course). Students will be informed about inappropriate conduct through verbal or written counseling. Students are expected to be on time for class and prepared to learn. The instructor reserves the right to dismiss a disruptive student from the classroom. **All cell phones are to be turned off before entering the classroom**

### **Academic honesty**

Professional integrity is a required component of professional nursing and is expected of every nursing student. Each student is accountable for his/her own learning and nursing performance. Validated incidence of academic dishonesty is grounds for failure of Nursing 790. Students are referred to the [JUST Student Handbook](#) and the [Student Handbook](#) for the Faculty of Nursing.

*Wishing all a fruitful and enjoyable course*

These dynamic phenomena occurring during SF provide the opportunity to investigate pathophysiological mechanisms underlying deconditioning and orthostatic hypotension, regardless of its etiology. Effects on the Endothelium: A Molecular View. Responses to simulated microgravity suggest substantial differences between microvascular and macrovascular ECs, but the interpretation of findings is made difficult by intrinsic variations in cell types and ground simulators among cell biology studies in microgravity. Indeed, the same experimental model may generate different responses when challenged in diverse devices or by space microgravity. Nurses can use this knowledge to advocate for changes in postoperative dietary practices to improve patient care. References. Cuttillo G, Maneschi F, Franchi M, et al. Early feeding compared with nasogastric decompression after major oncologic gynecologic surgery: a randomized study. *Obstet Gynecol* 1999;93:41-5. [OpenUrl CrossRef PubMed Web of Science](#). In: Carrieri-Kohlman V, Lindsey AM, West CM, editors. *Pathophysiological phenomena in nursing: human responses to illness*. Second edition. Philadelphia: WB Saunders, 1993:371-94. [View Abstract](#). Footnotes. Source of funding: NCRG-GCRC.