

PROCESS A NON-GENERAL EDUCATION ~ CURRICULUM PROPOSAL

SCC #02-03- 121

Deadlines:

Regular proposals: October 18, 2002 to be implemented Fall 2003; Short-Term proposals: December 6, 2002 to be implemented Fall 2003
Regular proposals: February 14, 2003 to be implemented Spring 2004; March 21, 2003 short-term courses to be implemented Spring 2004

PROPOSAL TITLE: NURS 305 PATHOPHYSIOLOGY

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DEPARTMENT: BIOLOGY

COLLEGE: LAS

If Liberal Arts & Sciences CHECK : History/Humanities Math/Sciences Social/Behavioral Sciences

UNDERGRADUATE GRADUATE

THE ATTACHED **NON-GEN-ED** PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED.

<input checked="" type="checkbox"/> New non-gen-ed course	<input type="checkbox"/> Non-gen-ed degree requirements
<input type="checkbox"/> Short-term non-gen-ed course	<input type="checkbox"/> Major
<input type="checkbox"/> Minor curricular changes (fewer than three)	<input type="checkbox"/> Minor, specialization, concentration track, certificate program
<input type="checkbox"/> Existing non-gen-ed course	

The following signatures REPRESENT APPROVAL

Department Chair: [Signature] Date: 2/21/03

Department Curriculum Chair: [Signature] Date: 3/21/03

Academic Dean: [Signature] Date: 2-25-03

College Curriculum Chair: [Signature] Date: 4-22-03

College Curriculum Committee OPEN HEARING Date: 4-22-03 Approved Not Approved

UNIVERSITY CURRICULUM COMMITTEE

Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement/Vote: 4-22-2003

Comments: See Proposal SCC# 02-03-817

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 2/17/04

Approved ~ Not Approved due to the following: Student Cr Hrs Faculty Load Hrs Equalized Cr Hrs

REGISTRAR

Date: 3/11/04 Course Description Received & Approved ~ Hegis Taxonomy & Course #: 1203305

Registrar Signature: [Signature]
OFFICE OF THE PROVOST

MAR 15 2004
SCC Chair

ROWAN UNIVERSITY

NOTIFICATION FORWARD

Academic Dean Department Chair Registrar Sponsor(s)

1 New Course Proposal:
2 **PATHOPHYSIOLOGY**

3
4 **I. DETAILS.**

5
6 **a. Course Title:** Pathophysiology

7
8 **b. Sponsors:** Gregory B. Hecht, Elizabeth Brooks, Richard Meagher, Patricia Mosto
9 (Dept. Biological Sciences)

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11 Co-sponsor: UMDNJ (University of Medicine & Dentistry of New Jersey)

12
13 **c. Credit Hours:** 3.0

14
15 **d. Course level:** Junior (300 level). This course has previously been designated
16 "NURS 305" at NJIT (see "Rationale" below); if possible, a HEGIS number
17 containing the "305" number is preferred.

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19 **e. Pre-requisites:**

20 NURS 303 (HEGIS number TBA): Comprehensive Health Assessment

21 NURS 307 (HEGIS number TBA): Epidemiology

22 enrollment in the UMDNJ/Rowan Joint R.N. to B.S.N. Program (see
23 accompanying "Bachelor of Science in Nursing" proposal)

24
25 It is also assumed that students will have completed Anatomy & Physiology II
26 (required for the R.N.).

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28 **f. Suggested Time & Scale of Implementation:** Initial offering to begin Spring
29 2004. Course will be offered once every year during the Spring semester. The
30 course will meet for three hours each week.

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33 **II. CURRICULAR EFFECT**

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35 The proposed course will be a requirement for completion of the UMDNJ/Rowan R.N. to
36 B.S.N. Joint Program.

37

38 **Offerings:** This course will be taught by faculty from UMDNJ rather than Rowan
39 University's Biological Sciences faculty. Thus, implementation of this proposal is
40 not expected to require any existing courses to be dropped or to be offered less
41 frequently.

42

43 **Adequacy of the present staff, resources, space needs, etc.:** This course will be
44 taught by faculty from UMDNJ rather than Rowan University's Biological
45 Sciences faculty. Thus, implementation of this course will not place a demand on
46 the teaching load of Rowan University's Biological Sciences Department. The
47 new science building -- scheduled to open during Summer 2003 -- offers ample
48 classroom space for this course.

49

50 **Recommended Library Resources:** All students enrolled in the UMDNJ/Rowan
51 Joint R.N. to B.S.N. Program will have access via the web or in person to the
52 UMDNJ library. Students in the current UMDNJ/NJIT joint program almost
53 exclusively use the UMDNJ library resources for this course and seldom use the
54 NJIT library. Thus, it is expected that this course will similarly not create a
55 demand for library resources on the Rowan University campus.

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58 **III. RATIONALE**

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60 This Pathophysiology: Adaptations and Alterations in Body Functions course
61 (NURS 305) is being transferred to Rowan University from an existing BSN curriculum
62 offered at NJIT.

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64 The ability to properly assess a patient's health status is vital to the field of
65 medicine. The registered nurse is often the first person a patient is exposed to for
66 diagnosis. Therefore it is crucial that the RN is well equipped to triage his/her patients

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67 This course offers instruction on all aspects of human physiology both normal and
68 in the diseased state. Students are also instructed in formulating care plans for these
69 pathological conditions. Special consideration is given to the pathophysiological
presentation of pediatric and geriatric patients.

70 It is therefore important that all nursing students be required to take this course in
71 Pathophysiology: Adaptations and Alterations in Body Functions prior to completion of
72 their BSN degree.

75 **IV. ESSENCE OF THE COURSE**

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77 **a. Objectives of the course in relation to student outcomes.** Upon completion of this
78 course, the student will be able to:

- 79
- 80 1. Identify deviation from normal physiology seen in common health patterns.
- 81 2. Identify health assessment findings consistent with the pathophysiology of
- 82 common health patterns.
- 83 3. Recognize clusters of significant findings associated with pathophysiologic
- 84 processes
- 85 4. Formulate appropriate nursing strategies to manage common health problems
- 86 5. Choose appropriate nursing strategies in addressing the special pathophysiologic
- 87 presentation of selected age groups.
- 88 6. Integrate Roger's paradigm as the framework for case study analysis.
- 89

90 **b. Topical Outline/Content.**

- 91 1. Altered Cell Function
- 92 Development; Aging; Genetic Disorders; Neoplasm
- 93 2. Altered Body Defenses
- 94 Immunity; Inflammation; HIV Disease/AIDS; Leukemia; Hemopoetic Disorders
- 95 3. Altered Fluid-Electrolyte Balance
- 96 4. Altered Acid Base Balance
- 97 5. Altered Tissue Oxygenation: Disorder of Ventilation
- 98 Upper Respiratory Infections; Chronic Bronchitis; Emphysema; Asthma; Cystic
- 99 Fibrosis
- 100 6. Altered Tissue Oxygenation: Disorder of Gas Transportation and Exchange
- 101 Pulmonary Edema; Lower Respiratory Infections; SIDS
- 102 7. Altered Tissue Oxygenation: Cardiac Disorders
- 103 Alterations in Circulation; Heart Failure; Valvular Disease; Infection Congenital
- 104 Defects; Myocardial Infarction
- 105 8. Altered Renal and Genitourinary Function
- 106 Glomerulonephritis; Nephrosis; Renal Failure; Urinary Tract Infections; Prostrate
- 107 Disorders
- 108 9. Alteration in Nutrition

- 109 Impaired Ingestion; Impaired Absorption; Altered Gastrointestinal Functions;
110 Ulcers; Esophageal Disorders; Congenital Disorders; GI Infections-Peritonitis;
111 Appendicitis; Inflammatory Bowel Disorders; Diverticulitis; Colorectal Cancer
112 10. Altered Liver Function
113 Hepatitis; Cirrhosis; Biliary Obstruction; Hyperbilirubenemia; Liver Failure
114 11. Altered Endocrine Function
115 Hypothalamic-Pituitary Disorders; Thyroid Disorders; Adrenal Disorders
116 12. Altered Endocrine Function
117 Diabetes; Reproductive Dysfunction; Breastfeeding
118 13. Altered Central Neurological Function
119 14. Altered Neuromotor Function
120 15. Altered Musculoskeletal Function

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122 Methods of instruction for this course when it was offered at NJIT have included lectures,
123 seminars, handout materials, assigned readings form various sources, written
124 presentations, case studies, Internet research, audiovisual materials, computer-assisted
125 instruction, and email communications.

126

127 *Examples of texts suitable for this course:*

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129 American Psychological Association (2001). Publication Manual of the American
130 Psychological Association (5th Ed.). Washington, D.C. Author.

131

132 Hansen, M. (1998). Pathophysiology: Foundations of Disease and Clinical
133 Intervention. Philadelphia: W. B. Saunders.

134

135 Black, J. M., Matassarini-Jacobs, E. (1997). Medical-Surgical Nursing: Clinical
136 Management for Continuity of Care. Philadelphia: W. B. Saunders.

137

138 Porth, C. (2002). Pathophysiology: Concepts of Altered Health States. 6th edition.
139 Philadelphia: J. B. Lippincott.

140

141 **c. Evaluation of students and grading procedure.** During the time that this course was
142 taught at NJIT, students were evaluated by exams and case presentations.

143

144 **d. Course Evaluation:** During the time that this course was taught at NJIT, the UMDNJ
145 faculty routinely conducted assessment of the success of this course. The Biological
146 Sciences Department routinely reviews each of its course offerings to assess their

147 success in meeting stated goals and objectives. The Biological Sciences Department,
148 in collaboration with UMDNJ, will expand its review process to include this course.

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151 **V. RESULTS OF CONSULTATIONS**

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153 Results of Consultations

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155 Planned consultations:

156 Dept. Special Education

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159 **CATALOG DESCRIPTION**

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161

162 **XxxxHEGISxxxx**

3.0 s.h.

163 *(Pre-requisites: NURS 301: Theory and Practice of Professional Nursing [HEGIS*
164 *number TBA]; enrollment in the UMDNJ/Rowan Joint R.N. to B.S.N. Program)*

165 Fundamental concepts of physiology, the changes that produce signs, symptoms and the
166 body's remarkable ability to compensate for these changes are reviewed and extended in
167 this course.

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