



HLTH 502

Applied Pathophysiology

2011 Course Outline

Trimester 2

Teaching dates: 11 July to 14 October 2011

Mid-trimester break: 22 August to 4 September 2011

Study week: 17-21 October 2011

Examination/Assessment: 21 October – 12 November 2011

Course coordinator:

Caz Hales

IMPORTANT NOTICE

The Graduate School of Nursing, Midwifery & Health at Victoria University of Wellington, uses all reasonable skill and care in an effort to ensure the information and course content information contained in this outline is accurate at the time of going to print.

Students should be aware, however, that in the event course timetables and venues need to be changed, all attempts will be made to notify the students.

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Section 1: Operational Information

COURSE COORDINATORS & CONTACT DETAILS

Caz Hales, Lecturer

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Email: caz.hales@vuw.ac.nz

POSTGRADUATE ADMINISTRATOR

Abbey McDonald

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POSTAL ADDRESS

Graduate School of Nursing, Midwifery & Health

Victoria University of Wellington

P O Box 7625

Newtown

Wellington 6242

PHYSICAL ADDRESS

Level 7, Clinical Services Block (CSB)

Wellington Regional Hospital

Riddiford St, Newtown

Wellington 6021

OFFICE HOURS

The Graduate School office will be open on Thursday 6 January 2011 and close on Thursday 22 December 2011 from 9.00am – 4.00pm weekdays.

In keeping with the practice of other years, academic staff will not be available on Fridays, except for the times they are involved in Schools. Please contact the course coordinator directly either by telephone or email should you wish to make an appointment or discuss course related issues.

Section 2: Academic Requirements

COURSE AIMS

The aim of this course is to provide a foundation for clinical decisions related to interventions, management and expected outcomes of pathophysiological states across the lifespan.

COURSE CONTENT

This programme is suitable for all health practitioners who have an involvement in patient/client care. The course consists of eight school days focussing on different body systems and disease processes. These school days will provide a combination of pathophysiology and specialist area expertise to enable health practitioners to apply pathophysiological processes to their clinical context.

- Central concepts of pathophysiology:-
 - Cellular biology
 - Genetics
 - Mechanisms of self-defense
- Pulmonary system
- Cardiovascular and lymphatic systems
- Renal and urological systems
- Endocrine system
- Digestive system
- Neurological system
- Musculoskeletal system
- The reproductive system
- Cultural variations in disease incidence and prevalence

STUDENT OUTCOMES

Students undertaking this course will demonstrate a deep understanding of pathophysiological principles as applied to altered human functioning.

LEARNING OBJECTIVES

This course has been designed to facilitate development of advanced knowledge of the human body during disease and illness that is consistent with the Nursing Council of New Zealand competencies for Nurse Practitioner Practice Programmes (NCNZ, 2008). Throughout the course participants will interact in teaching and learning in order to:

1. Demonstrate advanced knowledge and comprehension of human pathophysiology
2. Analyse responses related to complex pathophysiological processes
3. Apply knowledge of selected disease processes within specific specialty areas.

NURSING COUNCIL OF NEW ZEALAND NURSE PRACTITIONER COMPETENCIES THIS COURSE MEETS (NCNZ 2008)

The learning objectives meet the following Nurse Practitioner Scope of Practice competency:

- 1.1 Practices within a nursing model to apply advanced nursing practice in the provision of health care services to client/population groups.
- 2.1 Demonstrates accountability for practice in relation to the population/client group and the parameters of practice within healthcare settings.
- 2.2 Demonstrates advanced practice in direct client care within a range of contexts and situations.
- 2.4 Demonstrates confident and independent practice that is based on the synthesis of theory and practice knowledge from nursing and other disciplines.
- 2.5 Uses a formal approach to monitor and evaluate client responses to interventions.

EXPECTED WORKLOAD

As a guide each 30-point course at the Graduate School requires students to allocate approximately 10 hours per point for self-directed study, research, assessments and attendance at Schools. Consequently 300 hours should be spread evenly over the 12 week trimester, break, study week and exam period.

WITHDRAWAL DATES

Information on withdrawals and refunds may be found at:
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

PRE-READINGS

Links to articles will be made available via Blackboard.

REQUIRED TEXT

McCance, K. L., & Huether, S.E. (2009). Pathophysiology: The biological basis for disease in adults and children (6th ed.). St Louis: Mosby Elsevier ISBN: 97800323065849.

You will be required to work from this text in preparation for and during school days.

TEXT BOOK PURCHASE

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from Vicbooks on level 3 of the Student Union Building. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

In addition Medical Books located in Newtown can be contacted to see if required text books are in stock:

Medical Books

173 Riddiford, St Newtown

PO Box 7389 Wellington South

Ph 0800 463325 or 04 3897592

Copies may also be obtained online from <http://www.fishpond.co.nz/> or <http://www.amazon.com/>

RECOMMENDED READING/TEXT

McCance, K. L., & Huether, S.E. (2009). Study guide for pathophysiology: The biological basis for disease in adults and children (6th ed.). St Louis: Mosby Elsevier ISBN: 97800323067508.

Craft, J., Gordon, C., & Tiziani, A. (2011). Understanding pathophysiology. St Louis: Mosby Elsevier ISBN: 9780729539517.

RECOMMENDED WEBSITES

EVOLVE LEARNING SYSTEM

[Http://evolve.elsevier.com/McCance](http://evolve.elsevier.com/McCance)

This website is an online student learning resource to accompany your required text.

Additional links to recommended websites will be updated throughout year and made available via Blackboard.

SCHOOL TIMETABLES

1ST SCHOOL

Dates: Wednesday 20 & Thursday 21 July 2011

Times: 0830-1630hrs

Venue: Horne Lecture Theatre, Level 12, Ward Support Block, Wellington Regional Hospital, Riddiford St, Newtown, Wellington.

2ND SCHOOL

Dates: Wednesday 17 & Thursday 18 August 2011

Times: 0830-1630hrs

Venue: Horne Lecture Theatre, Level 12, Ward Support Block, Wellington Regional Hospital, Riddiford St, Newtown, Wellington.

3RD SCHOOL

Dates: Wednesday 21 & Thursday 22 September 2011

Times: 0830-1630hrs

Venue: Horne Lecture Theatre, Level 12, Ward Support Block, Wellington Regional Hospital, Riddiford St, Newtown, Wellington.

4TH SCHOOL

Dates: Wednesday 12 & Thursday 13 October 2011

Times: 0830-1630hrs

Venue: CS801, Level 8, CSB Building, Wellington Regional Hospital, Riddiford St, Newtown, Wellington.

BLACKBOARD INFORMATION

Students enrolling for this course will need access to the VUW flexible learning system (Blackboard) via the Internet.

Blackboard is an online environment that supports teaching and learning at Victoria by making course information, materials and learning activities available online via the internet. Blackboard provides web-based access to course content, assessment, communication and collaboration tools. Instructions for using this will be provided as part of timetable during the 1st School. Students will need to be able to access the Internet on a regular basis.

The following software, which is necessary for using material on Blackboard, is freely available to download from the internet if you don't already have it:

- Netscape Communicator v 4.78 or higher (v. 7.1 recommended) OR
- Microsoft Internet Explorer v. 5.2.x or higher
- MS Windows 2000 or XP/ MacOS 9 or Mac OS X.2 or higher

Other software: Adobe Acrobat Reader - free download from <http://www.adobe.com/products/acrobat/>

Microsoft Office or Microsoft Viewers. The viewers can be downloaded free of charge from: <http://www.microsoft.com/office/000/viewers.asp>

Computer skills required:

- Internet browsing skills
- Basic word processing skills

How to log onto Blackboard

- Open a web browser and go to myVictoria.ac.nz
- Enter your account username which you can find in your *Confirmation of Study* sheet
- It is usually made up of 6 letters of your last name and 4 letters of your first name
- Enter your password. If you have never used Victoria computer facilities your initial password is your student ID number
- Click on the Blackboard icon
- Alternatively, if you want to access Blackboard without going through the myVictoria portal, just log on at <http://blackboard.vuw.ac.nz>

Off Campus access

Blackboard is available from any location where you can access the Internet. This may be your home, work or an Internet café.

Problems with access? Contact ITS service desk **04 463 5050**

MANDATORY COURSE REQUIREMENTS

In order to successfully complete this course you are required to attend all Schools unless under special circumstances prior arrangements have been made with the course coordinator.

Students must complete all pieces of assessment to pass the course. Lectures, tutorials, electronic and other distance learning resources, practical and fieldwork may all be an integral part of the learning experience and participation in such activities is regarded as necessary.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>.

USE OF TURNITIN

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic

Section 3: Assessment Information

Learning objectives are assessed within the course assessment activities.

ASSIGNMENT SUBMISSION GUIDELINES

The ability to plan for and meet deadlines is a core competency of both advanced study and professional practice. Failure to meet deadlines disrupts course planning and is unfair to students who do submit their work on time. It is expected therefore that you will complete and submit assignments not later than the due date if submitted on Blackboard and well before the due date if submitted by post. Assignments may only be submitted by email if organised with the course coordinator. Some courses require that you access Blackboard and submit all assignments only through this site. Identification of these courses and assignments will be outlined by your course coordinator at your first School.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply to the course coordinator for an extension to the due date. Make sure that you keep a hard and/or electronic copy of your assignment until you have received feedback.

Extensions

An extension to a deadline will only be considered where there are extenuating circumstances. An application for an extension must be made by you in writing/e-mail to the course coordinator at least 24 hours before the due date. When communicating your request you must include the following information:

- Name, student number and contact details
- Course code
- Date of submission and request date for new submission
- Reason for extension request

Upon receipt of your request, course coordinators may grant an extension of up to 2 weeks. Any further request for an extension may require Head of School approval.

Submission

You must complete and submit your assignments by the due date and in the form specified by your course coordinator. In addition, check for the instructions for your particular assignment. If you are mailing your assignment it must be in the School no later than 5pm on the date of submission.

Late submission

Late assignments or assignments with extensions may be subject to delays in marking and may not receive comprehensive feedback.

A penalty will be incurred for late submission of work **where no prior arrangement** has been made as follows:

- Work submitted 7 days after the due date without an extension will receive a 2 grade penalty. For example a B+ to a B-.
- Work submitted 8-14 days after the due date without an extension will receive a 4 grade penalty. For example a B+ to a C-.
- Work submitted more than 15 days (or more) late without an extension will not be marked and will receive an 'E' (fail) grade.

Other marking penalties

Assignments may also be penalised for poor presentation and for exceeding the word limit or for being seriously under length.

Feedback

Student coursework assignments submitted by the due date will normally be returned with feedback within four weeks of the due date.

Grading

Grading is according to the University standard as follows:

85% - 100%	A+	60% - 64%	B-
80% - 84%	A	55% - 59%	C+
75% - 79%	A-	50% - 54%	C
70% - 74%	B+	40% - 49%	Fail D
65% - 69%	B	0 - 39%	Fail E

Receipt of assignments (hard copies)

Please ensure you complete an assignment cover sheet and attach it to the front of each assignment if you submit a hard copy assignment. Electronic copies do not require cover sheets. Assignment cover sheets will be available on the Blackboard site of your course under *Course Templates*. All hard copy assignments have to be sent to the course coordinator. If you want your assignment sent back to you in hard copy, complete a self addressed and stamped envelope and attach it to the front of your assignment.

ASSIGNMENT WRITING: GUIDELINES FOR PRESENTATION AND FORMATTING

Presentation

Unless otherwise instructed, use APA referencing and formatting. For support with APA style, please consult the *Publication Manual of the American Psychological Association* (6th ed). You may also refer to the *Referencing the APA Style: A Brief Guide* on http://www.vuw.ac.nz/st_Services/slss/studyhub/reference/APA.pdf.

Finally, you can check <http://www.apastyle.org/> for other resources.

When submitting hard copy assignments:

- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Font size: 12.
- 1.5 line spacing.
- 2.5 cm margin all round.
- Assignments must be typed and printed clearly on one side of A4 size white paper only, with all pages fastened together by staple or secure clip.
- All pages should be numbered and should have a footer including the course code, assignment number and student ID number (left aligned), e.g. HLTH 512, Assignment 2, 300011122.
- Include a title page and an assignment cover sheet on top which is available on Blackboard under Course Templates.
- Appendices should only be included if these are indicated as acceptable in assignment instructions. These may include additional materials related to the text but not suitable for inclusion due to length or format. These are not marked or counted in the word limit, but should be clearly referred to as appropriate within the main text (e.g. see Appendix A).
- Do not use plastic sheets, clear files or folders, as these make it difficult for markers to handle.
- Please list the word count of your document.

- Ensure you keep a copy of your assignment for your records

When submitting assignments on Blackboard:

- Use MS Word for all electronic submissions.
- Name your file using the naming strategy LASTNAME-FIRST INITIAL_COURSE CODE_ASSIGNMENT NUMBER_STUDENT NUMBER (Ex: PARONE-S_HTLT501_2_300011122).
- All pages should be numbered and should have a footer including the course code, assignment number and student ID number (left aligned), e.g. HLTH 512, Assignment 2, 300011122.
- Fonts: Times New Roman, Arial, Calibri or Verdana only.
- Fonts size: 12.
- Single spacing.
- Include a title page.
- Appendices should only be included if these are required by the lecturer. These may include additional materials related to the text but not suitable for inclusion due to length or format. These are not marked or counted in the word limit, but should be clearly referred to as appropriate within the main text (e.g. see Appendix A).
- Ensure you keep a copy of your assignment for your records.

ETHICAL CONSIDERATIONS

The overall goal of the programmes in the Graduate School of Nursing, Midwifery and Health (GSNMH) is to assist students to advance their knowledge and practice. As much of the content for the course revolves around clinical practice and clinical education it is important to maintain clear and appropriate professional boundaries while undertaking study for this course.

Students are expected to ensure that:

- At all times they act within the boundaries of professional Codes of Conduct, professional standards, relevant legislative frameworks and the governance, rules and contracts of their employing organisation
- The work for this course does not constitute a formal research project and all information gathering must be clearly defined and remain within the student's professional boundaries
- They have regular contact with the course coordinator and raise any issues and concerns at the earliest possible time
- Where any particular person/patient/client is the subject of an assignment, verbal consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course coordinator how to proceed with the assignment
- Where any particular person/patient/client is the intended subject of an article or report, written consent is obtained from the person/patient/client. If getting this consent is problematic, they discuss with the course coordinator how to proceed with the article/report
- At no time in the course do they seek information from or apply interventions to patients/family/whanau that are beyond what is part of their scope and area of practice
- When recording practice-based information students maintain a high degree of ethical and moral compoment, with particular consideration of confidentiality and privacy issues when deciding what and how they record patient/ client information, and how they share practice experiences

- With regard to the confidentiality of practice-based information shared by peers within the context of the course, that they are guided by ethical considerations, their professional ethical Codes, and workplace and legislative requirements
- Colleagues and staff are treated with respect and consideration.

Should students have any concerns regarding their ability to fulfil requirements of the course assessments these must be discussed with the course coordinator. Similarly, if any issues arise in the context of completing course requirements these need to be discussed with the course coordinator.

Ethical approval from Victoria University of Wellington Human Ethics Committee has been obtained for courses at the Graduate School of Nursing, Midwifery & Health.

For additional information contact Dr Katherine Nelson, Ethics Convenor, GSNMH, kathy.nelson@vuw.ac.nz ph: 04 463 6138.

CONFERENCE & SCHOOL PRESENTATIONS

Students of the Graduate School of Nursing, Midwifery & Health are encouraged to present their work at professional conferences and as papers for publication. Students should discuss this with the course coordinator in the first instance. Dissemination of findings from academic work is a very important part of graduate education and assists clinical teams and professional groups to access up-to-date and new knowledge. Course coordinators will provide academic guidance in relation to the targeted activities, and also in relation to the proper academic processes of authorship and acknowledgement.

For all conference, professional and workplace presentations our VUW Power Point template should be used. You are also required to use this template for all school presentations as part of your assignment requirements. This template is available and can be accessed by those students using Blackboard or you can email: abbey.mcdonald@vuw.ac.nz for a copy of the template to be sent to you.

As a general rule, presentations and papers should cite yourselves as post-graduate students, and name the Graduate School of Nursing, Midwifery & Health as the organisation. In keeping with academic conventions course coordinators and for this paper academic advisors (the staff members who mark your work) who help with the ideas and preparation of the paper/presentation should be directly acknowledged or named as co-authors.

ASSIGNMENT NUMBER ONE

Assignment Name: **8 Multiple choice question tests (open book)**

Due Date: Ongoing assessment

Word limit: N/A

This assignment is worth 20 % of your final grade.

This assessment should demonstrate your understanding of normal anatomy and physiological processes of different body systems that underpin advanced pathophysiological processes. This assignment assesses the following course objectives:

1. Demonstrate advanced knowledge and comprehension of human pathophysiology.

To complete this assessment you are required to use the following core text book:

McCance, K. L., & Huether, S.E. (2009). Pathophysiology: The biological basis for disease in adults and children (6th ed.). St Louis: Mosby Elsevier ISBN: 978-0-323-06584-9.

- You will be expected to complete eight mandatory web based multiple choice tests located on blackboard. Each test is worth 2.5% and you must achieve 80% in each test to be awarded the 2.5% towards your final grade. You can have up to five attempts for each test in order to accrue the 2.5%. Each test comprises of ten randomly selected multiple choice questions focussing on key physiological concepts and processes discussed within the core text book chapters outlined below.
- For each test you will be required to revise the corresponding chapters and then complete the test via the blackboard portal. The test is open book which means that you can refer to the text during the test period. Instructions on how to answer the questions and submit the test is available on the test portal. Only one test will be available at any one time. As the test completion date closes the subsequent test will be made available.

Test One: Cellular biology

Completion date: 5pm 22nd July 2011

Revision chapters:

Cellular biology

Altered cellular and tissue biology

Test Two: Pulmonary system

Completion date: 5pm 29th July 2011

Revision chapters:

Structure and function of the pulmonary system

Test Three: Endocrine

Completion date: 5pm 5th August 2011

Revision chapters:

Mechanisms of hormonal regulation

Test Four: Digestive systems

Completion Date: 5pm 12th August 2011

Revision chapters:

Structure and function of the digestive system

Test Five: Cardiovascular and lymphatic systems

Completion date: 5pm 9th September 2011

Revision chapters:

Structure and function of the cardiovascular and lymphatic system

Test Six: Renal and Urological systems

Completion date: 5pm 16th September 2011

Revision chapters:

Structure and function of the renal and urological systems

Test Seven: Neurological system

Completion date: 5pm 23rd September 2011

Revision chapters:

Structure and function of the neurological system

Pain, temperature regulation, sleep and sensory function

Test Eight: Musculoskeletal system

Completion date: 5pm 30th September 2011

Revision chapters:

Structure and function of the musculoskeletal system

ASSIGNMENT NUMBER TWO

Assignment Name: **Case Example**

Due Date: 26th August 2011

Word limit: 2000 words

This assignment is worth 35% of your final grade.

This case example should demonstrate your knowledge and understanding of applied pathophysiology.

This assignment assesses the following course objectives:

1. Demonstrate advanced knowledge and comprehension of human pathophysiology
2. Analyse responses related to complex pathophysiological processes
3. Apply knowledge of selected disease processes within specific specialty areas.

Case example:

Joshua is a 56 year old gentleman who had recurrent episodes of acute rheumatic fever in childhood with subsequent valvular insufficiency. He has been admitted to hospital for dental clearance following the identification of an abscess in the preparation for mitral and aortic valve surgery. He is admitted overnight for observation following the incision and drainage of the abscess and dental clearance due to the complexity of his health. He has type II diabetes mellitus, a BMI 44 Kg/m², left heart failure, renal impairment and irritable bowel syndrome. When you are taking his vital signs Joshua reports that the left side of his mouth is extremely painful and you notice that his cheek is red and swollen. His vital signs are as follows: BP 135/88mmHg, HR 88bpm, RR 18bpm, SpO₂ 95% on room air, Temp 38.8 C.

Choose **one** of the following questions to answer:

1. Discuss the pathogenesis of how acute rheumatic fever causes myocardial and valvular damage and the development of left heart failure, relating your discussion back to the patient's history.
2. Discuss the role of the inflammatory response initiated by Joshua's tooth infection. Relate this to the clinical manifestations observed and the patient's history.
3. Discuss the pathophysiological impact that morbid obesity may have on Joshua's recovery from the anaesthetic and cardiac surgery.

This assignment should take the form of a formal academic essay and follow the American Psychological Association (APA) 6th edition referencing practice.

ASSIGNMENT NUMBER THREE

Assignment Name: **Course written test**

Test Date: 13th October 2011

Test time: 1pm- 3pm

This assignment is worth 45% of your final grade.

The purpose of this test is for the student to demonstrate their knowledge of pathophysiological processes in relation to different body systems.

This assignment assesses the course objectives:

1. Demonstrate advanced knowledge and comprehension of human pathophysiology
2. Analyse responses related to complex pathophysiological processes
3. Apply knowledge of selected disease processes within specific specialty areas.

The written test comprises of a series of short answer questions in relation to a patient's history, presenting signs and symptoms, and disease sequelae:

You are required to answer four questions from a possible six. Each question is designed to test your knowledge of key pathophysiological concepts related to a particular patient history and presentation. Students must undertake the test on the set date or a fail will be awarded.

Students who are prevented by some **unexpected exceptional circumstance** beyond their control from undertaking the test at the scheduled time must contact the Course co-ordinator immediately to discuss the possibility of special arrangements.

Students who are prevented from completing the test due to significant illness must produce a medical certificate to indicate that they are medically unfit to sit the test. This certificate must be dated within 48 hours of the course test.