

**Maui Community College  
Curriculum Action Request (CAR) Form  
Course**

For Banner use:
_____ SCACRSE
_____ SCAPREQ
_____ CAPPs
_____ WebCT-Detl
_____ CoReq-Detl
_____ Equiv-Detl
_____ Old Inactivated
_____ Crosslist done
_____ Another prereq

1. Author(s): Nancy Johnson

2. Department: Allied Health

3. Date submitted to Curriculum Committee: 10/6/08

4. Type of action:

*Addition:*

- ☐ regular  
☐ other; specify:

*Modification:*

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> alpha/number | <input type="checkbox"/> pre-requisite    |
| <input checked="" type="checkbox"/> title        | <input type="checkbox"/> co-requisite     |
| <input type="checkbox"/> credits                 | <input type="checkbox"/> recommended prep |
| <input checked="" type="checkbox"/> description  | <input type="checkbox"/> other; specify:  |

5. Existing course:

Alpha:                  Number:                  Title:    Credits: credits

6. Proposed new/modified course:

Alpha: NURS    Number: 212    Title: Pathophysiology    Credits: 3

7. Reason for this curriculum action:

Statewide curriculum change

8. New course description (*or year of catalog and page number of current course description, if unchanged*):

Introduces nursing students to pathophysiologic concepts which serve as a foundation to understanding the basis of illness and injury and their corresponding spectrum of human response. These concepts will serve as a foundation for the formulation of clinical decisions and care planning.

9. Pre-requisite(s) – *see Prerequisite Style Sheet for samples*:

Admission to the Nursing Program; or consent. ☒ no ☐ yes

10. Co-requisite(s):

11. Recommended preparation:

12. Cross listed: ☒ no ☐ yes; cite course alpha & number:

13. Student contact hours per week:

3 hr. lecture          \_\_\_\_\_ hr. lab          \_\_\_\_\_ hr. lecture/lab          \_\_\_\_\_ hr. other; explain:

**Circulation Draft 5**

14. Grading: Letter grade only/No Audit  
Licensure requirement

Explain, if not Standard grading:

## Circulation Draft 5

15. Repeatable for credit: ☒ no ☐ yes; maximum is \_\_\_\_\_ credit or ☐ unlimited.  
(Most courses are not repeatable for additional credit; exceptions are courses such as internships and co-op courses.)
16. Special fees required: ☐ no ☒ yes; explain: Nursing Professional Fee
17. Proposed term of first offering: Fall \_\_\_\_\_ semester of \_\_\_\_\_ 2010 year.
18. List catalog used and then degrees, certificates, prerequisites, and catalog sections **and their page numbers** affected by this proposal: 2008 p. 31, 126
19. Maximum enrollment: 40 Rationale, if less than 35:
20. Special resources (*personnel, supplies, etc.*) required: ☒ no ☐ yes; explain:
21. Course is restricted to particular room type: ☒ no ☐ yes; explain:
22. Special scheduling considerations: ☒ no ☐ yes; explain:
23. Method(s) of delivery appropriate for this course: (*check all that apply*)  
☒ Traditional ☒ HITS/Interactive TV ☒ Cable TV ☒ Online ☒ Hybrid  
☒ Other, explain: Videostream
24. Mark all college-wide general education SLOs this course supports.
- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Std 1 - Written Communications  | <input checked="" type="checkbox"/> Std 2 – Quantitative Reasoning |
| <input checked="" type="checkbox"/> Std 3 - Information Retrieval and Technology  | <input checked="" type="checkbox"/> Std 4 - Oral Communication     |
| <input checked="" type="checkbox"/> Std 5 - Critical Reasoning  | <input type="checkbox"/> Std 6 – Creativity                        |
| <input type="checkbox"/> Other General Education SLOs, such as Ethics, Scientific Inquiry, or Service Learning.<br>Explain: |  |
25. List all program SLOs this course supports? (*Explain, if necessary*)
- |                |                         |
|----------------|-------------------------|
| Program SLO 1: | Explain: See #32 below. |
| Program SLO 2: | Explain:                |
| Program SLO 3: | Explain:                |
| Program SLO 4: | Explain:                |
| Program SLO 5: | Explain:                |
26. ☐ Course fulfils a requirement for the BAS ABIT degree:
- |   |   |
|---|---|
| <input type="checkbox"/> Pre-ABIT (PA)                    | <input type="checkbox"/> Business Core (BC)                                   |
| <input type="checkbox"/> Information Technology Core (IC) | <input type="checkbox"/> Capstone Course (CC) <input type="checkbox"/> Other: |
- ☐ Course is a specialization elective for the BAS ABIT degree (SE):
- ☐ Course fulfils the following general education elective for the BAS ABIT degree (GE):
- |  |                                       |  |
|--|---------------------------------------|--|
| <input type="checkbox"/> Quantitative (QR)   | <input type="checkbox"/> English (EN) | <input type="checkbox"/> Humanities (HU) |
| <input type="checkbox"/> Social Science (SS) | <input type="checkbox"/> Other:       |  |
- ☐ Course fulfils the natural science requirement for the BAS ABIT degree (NS)

## Circulation Draft 5

27. ☒ Course is a requirement for this CTE (Career Technical Education) program AS/AAS degree or certificate (PR): CA, AS Nursing  
☐ Course is a requirement for these additional CTE programs:  
☐ Course is a program elective for this CTE program AS/AAS degree or certificate (PE):  
☐ Course is a program elective for these additional CTE programs:  
☐ Course fulfills the following general education elective for CTE (Career Technical Education) AS/AAS degrees:
- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Quantitative (QR) | <input type="checkbox"/> English (EN)         | <input type="checkbox"/> Communication (CO)  |
| <input type="checkbox"/> Humanities (HU)   | <input type="checkbox"/> Natural Science (NS) | <input type="checkbox"/> Social Science (SS) |
| <input type="checkbox"/> Other:            |   |  |

28. ☐ Course satisfies the following category for the AA degree\*:
- ☐ Category I: Foundations/Skills: Foundations I
    - ☐ Written Communication in English (FW)
    - ☐ Global and Multicultural Perspectives (FG)
    - ☐ Symbolic Reasoning (FS)
  - ☐ Category I: Foundations/Skills: Foundations II
    - ☐ Computer/Information Processing and Retrieval (FI)
    - ☐ Numeracy (FN)
    - ☐ Oral Communication in English (FO)
  - ☐ Category II Breadth of Understanding and Experience
    - ☐ Human Understanding
      - ☐ The Individual (IN)
      - ☐ The Community (CM)
    - ☐ Human Expression (HE)
    - ☐ Environmental Awareness (EA)
    - ☐ Asia/Pacific Perspective (AP)
  - ☐ Category III Focus/Specialization/Area of Interest
    - ☐ Area of Interest Requirement: Name/Alpha of Interest Area:
    - ☐ Elective (EL): Alpha of Elective
  - ☐ Other Graduation Requirements
    - ☐ Writing Intensive (is appropriate for WI)
    - ☐ Science Lab (SL)
    - ☐ Hawai'i Emphasis (HI)

\* Submit the appropriate form(s) to have the course placed in the requested category (ies). Submit a course outline, CAR, and appropriate forms to both the Curriculum Committee and the Foundations Board, if the course satisfies Category I: Foundations/Skills: Foundations I or II.

29. Course ☐ increases ☐ decreases ☒ makes no change to number of credits required for program(s) affected by this action. Explain, if necessary:
30. Course is taught at another UH campus (*see Sections 5 and 6 above*):
- ☐ no Explain why this course is proposed for MCC:
  - ☒ yes Specify college(s), course, alpha, and number where same or similar course is taught: Same on Kauai CC, UHM

## Circulation Draft 5

31. Course is:

☐ Not appropriate for articulation.

☐ Appropriate\* for articulation as a general education course at:

☐UHCC ☐UH Manoa ☐UH Hilo ☐UHWO

☐ Previously articulated\* as a general education course at:

☐UHCC ☐UH Manoa ☐UH Hilo ☐UHWO

*\*Note: Submit Course Articulation Form if course is already articulated, or is appropriate for articulation, as a general education (100-, 200-level) course.*

☒ Standardized and/or appropriate for articulation by PCC or other UH system agreement at:

☒UHCC ☒UH Manoa ☐UH Hilo ☐UHWO Explain:

☐ Appropriate for articulation or has previously been articulated to a specific department or institution:

☐UHCC ☐UH Manoa ☐UH Hilo ☐UHWO ☐ Outside UH system Explain:

32. Additional Information *(add additional pages if needed)*:

### Hawai'i Statewide Nursing Student Learning Outcomes

**Courses address these competencies at different levels:**

**1. A competent nurse's professional actions are based on core nursing values, professional standards of practice, and the law.**

- 1.1 Core nursing values include social justice (from the ANA statement), caring, advocacy, respect for self and others, collegiality, and ethical behavior
- 1.2 Ethical dilemmas are embedded in clinical practice; an obligation of nurses is to notice, interpret respond and reflect on these dilemmas using ethical principles and frameworks as a guideline
- 1.3 It is essential for nurses to participate in discussions of ethical issues in health care as they affect communities, society, and health professions
- 1.4 Professional nursing functions within legally defined standards of practice and state specific regulations

**2. A competent nurse develops insight through reflective practice, self-analysis, and self care through the understanding that:**

- 2.1 Ongoing reflection, critical examination and evaluation of one's professional and personal life improves nursing practice
- 2.2 Reflection and self-analysis encourage self-awareness and self-care
- 2.3 Pursuing and advocating healthy behaviors enhance nurses' ability to care for client

**3. A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research with the understanding that:**

- 3.1 Knowledge and skills are dynamic and evolving, in order to maintain competency one must continuously update their knowledge using reliable, current sources of information from the biological, social, medical, public health, and nursing sciences
- 3.2 The nurse uses legitimate sources of evidence for decision-making such as research evidence, standards of care, community perspectives and practical wisdom gained from experience
- 3.3 As "best practices" are continuously modified and new interventions are constant, the nurse incorporates changes into practice

**4. A competent nurse demonstrates leadership in nursing and health care through the understanding that:**

- 4.1 An effective nurse is able to take a leadership role to meet client needs, improve the health care system and facilitate community problem solving
- 4.2 A competent nurse effectively uses management principles, strategies, and tools
- 4.3 An effective nurse works with the health care team including the delegation of responsibilities and supervision

## **Circulation Draft 5**

- 5. A competent nurse collaborates as part of a health care team.**
  - 5.1 The client is an essential member of the healthcare team
  - 5.2 A collegial team is essential for success in serving clients
  - 5.3 Effective team members must be able to give and receive constructive feedback
  - 5.4 Colleagues create a positive environment for each other that values holistic client care
- 6. A competent nurse practices within, utilizes, and contributes to the broader health care system.**
  - 6.1 All components of the healthcare system must be incorporated when providing interdisciplinary care
  - 6.2 The effective nurse contributes to improvements of the health care system through involvement in policy, decision-making processes and political activities
- 7. A competent nurse practices client-centered care.**
  - 7.1 Effective care is centered around a respectful relationship with the client that is based on empathy, caring, mutual trust, and advocacy
  - 7.2 Nursing practice should reflect the attitudes, beliefs and values of clients
  - 7.3 An understanding of the culture and history of the community is fundamental in the practice of nursing
- 8. A competent nurse communicates effectively through the understanding that:**
  - 8.1 Effective use of communication is an essential part of all interventions to establish caring and therapeutic relationships to educate and advocate for clients
  - 8.2 When working with colleagues or clients, it is important to insure that accurate, timely and complete communication has occurred
  - 8.3 Successful communication requires attention to elements of cultural influences, variations in the use of language and a participatory approach
- 9. A competent nurse demonstrates clinical judgment/critical thinking in the delivery of care of clients while maintaining safety through:**
  - 9.1 Analysis and integration of available data
  - 9.2 Implementation of prioritized care based on evaluation of data
  - 9.3 Evaluation and analysis of the nurses' personal clinical performance
  - 9.4 A competent nurse engages in risk reduction activities, recognize, communicate and intervene to promote client safety

**Maui Community College  
Curriculum Action Request (CAR) Signature Page**

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*Proposed by: Author or Program Coordinator* *Date*

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*Checked by: Academic Subject Area Representative to Curriculum Committee* *Date*

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*Requested by Department: Department Chair* *Date*

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*Recommended by: Curriculum Chair* *Date*

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*Approved by Academic Senate: Academic Senate Chair* *Date*

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*Endorsed by: Chief Academic Officer* *Date*

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*Approved by: Chancellor* *Date*

**Maui Community College  
Course Outline**

1. Alpha NURS Number 212

Course Title Pathophysiology

Credits 3

Department Allied Health Author Nancy Johnson, Lorrie Wong

Date of Outline 9/21/08 Effective Date Fall 2010 5-year Review Date 2015

2. Course Description:

Introduces nursing students to pathophysiologic concepts which serve as a foundation to understanding the basis of illness and injury and their corresponding spectrum of human response. These concepts will serve as a foundation for the formulation of clinical decisions and care planning.

Cross-list

Contact Hours/Type 3 Lec

3. Pre-requisites Admission to the Nursing Program

Pre-requisite may be waived by consent ☐ yes ☒ no

Co-requisites

Recommended Preparation

4. Function/Designation ☐ AA Category Additional Category

☒ AS Allied Health - Registered Nurse PR - Program Requirement List Additional Programs and Category:

☐ AAS Program Category List Additional Programs and Category:

☐ BAS Category ☐ Developmental/Remedial ☐ Other: Explain:

See Curriculum Action Request (CAR) form for the college-wide general education and/or

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Chancellor

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Approval Date



program SLOS this course supports.

- ☒ This course outline is standardized and/or a result of a system-wide agreement.  
Responsible committee: UH Statewide Nursing Consortium

5. Student Learning Outcomes (SLOs): List one to four inclusive SLOs.

*For assessment, link these to #7. Recommended Course Content, and #9. Recommended Course Requirements & Evaluation. Use roman numerals (I., II. III.) to designate SLOs*

On successful completion of this course, students will be able to:

- I. Apply the ANA Code of Ethics to care of families including client rights, dilemmas between individual rights and the common good, identification of choices and possible consequences.
- II. Reflect on nursing practice in managing care for groups of patients.
- III. Seek information to develop plans of nursing care that are family-centered, age- and culturally-appropriate using evidenced-based clinical guidelines.
- IV. Apply basic leadership skills in the care of families.
- V. Practice as a member of a multi-disciplinary health care team.
- VI. Recognize benefits and limitations of community and governmental support for family units and individual members with illness.
- VII. Deliver family-centered care.
- VIII. Demonstrate therapeutic communication skills in interactions and relationships with families, individuals, and other members of the health care team with attention to the identification and correction non-therapeutic communication techniques
- IX. Work with the client to implement plans of care that are based on culturally and age appropriate assessments and best available evidence.

6. Competencies/Concepts/Issues/Skills

*For assessment, link these to #7. Recommended Course Content, and #9. Recommended Course Requirements & Evaluation. Use lower case letters (a., b., c...n.)to designate competencies/skills/issues*

On successful completion of this course, students will be able to:

- a. Recognize ethical and legal concerns associated with clients experiencing selected disease states.
- b. Utilize multiple, current, reliable information sources to support an understanding of selected pathophysiologic processes.
- c. Incorporate knowledge of physiology and alterations in regulatory mechanisms to provide rationale for the identification of risk factors and clinical manifestations of selected pathophysiologic processes.
- d. Use the understanding of risk factors, pathophysiologic mechanisms, and clinical manifestations of selected pathophysiologic processes to effectively select focused assessments, interpret the findings and identify additional assessments for potential complications.
- e. Communicate pertinent patient information regarding selected pathophysiologic processes with other health professionals.

7. Suggested Course Content and Approximate Time Spent on Each Topic

*Link to #5. Student Learning Outcomes and # 6 Competencies/Skills/Issues*

Week 1 Introduction, overview of theories in pathophysiology a-e

Week 2 Review of Human Anatomy & Physiology a-e

A. Body Regions

B. Directional Terms

C. Organ Systems

D. Tissues

Week 3. Neurological system a,b,c,d,e

A. Brain

1. Cerebrovascular accident
  2. Seizures
  3. Increased intracranial pressure
  - B. Spinal cord injury
- Week 3 Cardiovascular system a,b c,d,e
- A. Arteries
    1. Arteriosclerosis/atherosclerosis
    2. Hypertension
    3. Aneurysm
    4. Arterial insufficiency
  - B. Veins
    1. Deep Vein Thrombosis
    2. Chronic venous insufficiency
    3. Varicose veins
- Week 4 C. Heart a,b,c,d,e
1. Myocardial ischemia
  2. Heart failure (congestive heart failure)
  3. Valvular disorders
  4. Dysrhythmias
- Week 5 Respiratory system a,b,c,d,e
- A. Reactive
    1. Asthma
    2. Pneumonia
  - B. Obstructive a,b,c,d,e
    1. Emphysema
    2. Respiratory failure
    3. Pulmonary edema
- Week 7 Midterm Exam, Group Projects
- Week 8 Gastrointestinal system a,b,c,d,e
- A. Stomach
    1. Excess acid production
  - B. Small intestines
    1. Malabsorption
  - C. Large intestines
    1. Diarrhea
    2. Constipation
- Week 9 Endocrine System a,b,c,d,e
- A. Adrenal gland
    1. Addison's disease
    2. Cushing's syndrome
  - B. Thyroid gland
    1. Hyperthyroidism
    2. Hypothyroidism
  - C. Pancreas
    1. Hypoglycemia
    2. Hyperglycemia
- Week 10 Group Project Presentation
- Week 11 Renal system a,b,c,d,e
- A. Renal failure

## B. Fluid volume

1. Excess
2. Deficit

## C. Electrolyte

1. Sodium
2. Potassium
3. Calcium
4. Magnesium

Week 12 Immune/Inflammatory response a,b,c,d,e

## A. Anaphylaxis

## B. Allergies

Week 13 C. Inflammation a,b,c,d,e

1. Local
2. Systemic

Week 14 Group Projects

Week 15 Comprehensive Exam

## 8. Text and Materials, Reference Materials, and Auxiliary Materials

Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include:

Textbooks: Copstead, L., & Banasik, J. Pathophysiology 3rd edition, by Elsevier isbn 0-7216-0338-6

Appropriate reference materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Journals, on-line resources

Appropriate auxiliary materials will be chosen at the time the course is offered from those currently available in the field. Examples include: HESI case studies, Instructor prepared materials

## 9. Suggested Course Requirements and Evaluation

*Link to #5. Student Learning Outcomes (SLOs) and #6 Competencies/Skills/Issues*

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to:

Evaluation methods may include but not limited to weekly quizzes, concept mapping, group work, and projects. Written exams will be given over the course of the semester with a comprehensive, cumulative final exam at the end of the semester

Concept mapping b,c,d

Group Work a, b, c, d, e

Projects b, c, e, d

## 10. Methods of Instruction

Instructional methods will vary considerably by instructor. Specific methods are at the discretion of the instructor teaching the course and might include, but are not limited to:

This course is designed to encourage active student participation. Students are expected to come prepared to participate in learning activities such as case study discussion, role playing and simulation scenarios. To be prepared, students must research the assigned module topic, begin to synthesize the information and then

apply the information garnered to the learning activity. Written exams and a comprehensive cumulative final exam will be given over the course of the semester.

Metacases:

1. Circulation: MI and shock, anemia
2. Respiration: Ssthma
3. Elimination: Renal failure (acute and chronic)
  - a. Fluid and Electrolytes: edema
4. Food : Peptic ulcer disease, cirrhosis of the liver
  - a. Endocrine: Diabetes Mellitus Type 1 and 2
5. Neurological: Cerebrovascular Accident
6. Safety (growth promoting environment): Anaphylaxis, HIV, Breast Cancer

11. Assessment of Intended Student Learning Outcomes Standards Grid attached

[illegible]

3 = Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class  
2 = Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class  
1 = Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome but does not get evaluated on this learner outcome  
0 = No Emphasis: The student does not address this learner outcome

[illegible]

<b>Standard 4 - Oral Communication</b>	<b>210</b>	<b>211</b>	<b>212</b>	<b>220</b>	<b>230</b>	<b>320</b>	<b>360</b>	<b>362</b>					
Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes	3	3	3	3	3	3	3	3					
<b>Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication</b>	3	3	3	3	3	3	3	3					
<b>Outcome 4.2 - Gather, evaluate, select, and organize information for the communication</b>	3	3	3	3	3	3	3	3					
<b>Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion</b>	3	3	3	3	3	3	3	3					
<b>Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion</b>	3	3	3	3	3	3	3	3					
<b>Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions</b>	3	3	3	3	3	3	3	3					
<b>Outcome 4.6 - Use competent oral expression to initiate and sustain discussions</b>	3	3	3	3	3	3	3	3					
<b>Standard 5 - Critical Thinking</b>													
Apply critical thinking skills to effectively address the challenges and solve problems	3	3	3	3	3	3	3	3					
<b>Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information</b>	3	3	3	3	3	3	3	3					
<b>Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem</b>	3	3	3	3	3	3	3	3					
<b>Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses</b>	3	3	3	3	3	3	3	3					
<b>Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis</b>	3	3	3	3	3	3	3	3					
<b>Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence</b>	3	3	3	3	3	3	3	3					
<b>Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence</b>	3	3	3	3	3	3	3	3					
<b>Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions</b>	3	3	3	3	3	3	3	3					
<b>Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning</b>	3	3	3	3	3	3	3	3					
<b>Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others</b>	3	3	3	3	3	3	3	3					
<b>Standard 6 - Creativity</b>													
Program graduates are able to express originality through a variety of forms.	0	1	0	0	0	0	0	1					