Course Syllabus
NUR 502

Faculty Information

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Course Information

Course Number
NUR 502

Course Title
Advanced Integration of Assessment, Pathophysiology, and Pharmacology for Health Promotion I

Credit Hours
2

Course Modality
oCourse

Prerequisites
● Edson College Graduate Student

Corequisites
● NUR 509

Course Description
This Master of Science in Nursing program course focuses on the integration of advanced-level assessment, pathophysiology, and pharmacology applied to health promotion nursing practice with five interrelated concepts: *Clinical Judgment; Evidence-Based Practice; Health Policy; Social Determinants of Health; and, Diversity, Equity, and Inclusion.* These concepts are hubs for transferable knowledge, values, skills/strategies, and performance - associated with and essential to - graduate-level professional nursing practice. They provide bridges within and across multiple competency domain areas that frame and distinguish the practice of nursing and related to other health professions.

General Course Overview/Objectives
Upon successful completion of this course, students will (1) demonstrate an understanding of the four Ps of nursing: advanced-level *physical assessment*; *pathophysiology*; *pharmacology* concepts; and, practices and principles within the context of *health promotion* nursing practice, and (2) engage in case-based studies that interrelate these integrated concepts, practices, and principles with five distinct concepts central to professional nursing practice.

Student Learning Outcomes

At the completion of this course, students will be able to:

Social Determinants of Health

1. Use a framework to identify populations at risk for health disparities.

Clinical Judgment

2. Apply health assessment techniques and principles of pathophysiology and pharmacology to plan effective interventions for vulnerable individuals and groups.

Evidence-Based Practice

3. Plan care for individuals and populations based on current best evidence and principles of person-centered care.

Diversity, Equity, and Inclusion

4. Design key features of culturally relevant clinical health promotion programs.

Health Policy

5. Analyze areas of health policy that impact delivery of quality care for populations at risk.

Interrelatedness and Integration of Concepts

6. Integrate the four Ps of nursing (advanced physical assessment, pathophysiology, pharmacology, and health promotion) with select concepts within the competency domains of professional nursing practice.

AACN Essentials

This course aligns with select featured concepts and competency domains associated with professional nursing practice integrated within The Essentials: Core Competencies for Professional Nursing Education (American Association of Colleges of Nursing, 2021). The listing of the featured competency domains, concepts, and sub-competencies follow:

AACN (2021) Competency Domains	Level 2 Competency/Sub-Competency Alignment				
	AACN (2021) Concepts				
	Clinical Judgment	Evidence-Based Practice	Health Policy	Social Determinants of Health	Diversity, Equity, and Inclusion
1. Knowledge for Nursing Practice	**1.1f** Demonstrate the application of	**1.1e** Translate evidence from			**1.2i** Demonstrate socially

	nursing science to practice. **1.2f** Synthesize knowledge from nursing and other disciplines to inform education, practice, and research. **1.3d** Integrate foundational and advanced specialty knowledge into clinical reasoning.	nursing science as well as other sciences into practice. **1.2j** Translate theories from nursing and other disciplines to practice. **1.3e** Synthesize current and emerging evidence to influence practice.			responsible leadership.
2. Person-Centered Care	**2.3h** Demonstrate that one's practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice. **2.4f** Employ context driven, advanced reasoning to the diagnostic and decision-making process. **2.4g** Integrate advanced scientific knowledge to guide decision-making.	**2.2h** Design evidence-based, person-centered engagement materials. **2.5j** Develop evidence-based interventions to improve outcomes and safety.	**2.5i** Prioritize risk mitigation strategies to prevent or reduce adverse outcomes. **2.6h** Contribute to the development of policies and processes that promote transparency and accountability. **2.6i** Apply current and emerging evidence to the development of care guidelines/ tools. **2.7f** Synthesize outcome data to inform evidence-based practice, guidelines, and policies. **2.9i** Analyze system-level	**2.7e** Monitor epidemiological and system-level aggregate data to determine healthcare outcomes and trends.	**2.1d** Promote caring relationships to effect positive outcomes. **2.1e** Foster caring relationships. **2.7d** Analyze data to identify gaps and inequities in care and monitor trends in outcomes.

			and public policy influence on care coordination.		
3. Population Health			**3.4f** Identify opportunities to influence the policy process. **3.4j** Assess the impact of policy changes. **3.4k** Evaluate the ability of policy to address disparities and inequities within segments of the population.	**3.1j** Assess the efficacy of a system's capability to serve a target sub-population's healthcare needs. **3.1k** Analyze primary and secondary population health data for multiple populations against relevant benchmarks. **3.1l** Use established or evolving methods to determine population-focused priorities for care. **3.2f** Evaluate the effectiveness of partnerships for achieving health equity. **3.3e** Advocate for interventions that maximize cost-effective, accessible, and equitable resources for populations. **3.3f** Incorporate ethical	**3.1n** Collaborate with appropriate stakeholders to implement a sociocultural and linguistically responsive intervention plan. **3.2d** Ascertain collaborative opportunities for individuals and organizations to improve population health **3.2e** Challenge biases and barriers that impact population health outcomes.

				principles in resource allocation in achieving equitable health.	
4. Scholarship for Nursing Practice		**4.1i** Engage in scholarship to advance health. **4.1j** Discern appropriate applications of quality improvement, research, and evaluation methodologies. **4.2f** Use diverse sources of evidence to inform practice. **4.2g** Lead the translation of evidence into practice. **4.2j** Articulate inconsistency between practice policies and best evidence.			
5. Quality and Safety		**5.2i** Design evidence-based interventions to mitigate risk.			**5.3f** Foster a just culture reflecting civility and respect.
6. Inter-professional Partnerships	**6.1j** Communicate nursing's unique disciplinary knowledge to strengthen inter-	**6.2g** Integrate evidence-based strategies and processes to improve team			**6.1i** Role model respect for diversity, equity, and inclusion in team-based communications.

	professional partnerships.	effectiveness and outcomes			**6.4g** Integrate diversity, equity, and inclusion into team practices.
7. Systems- Based Practice			**7.1h** Design policies to impact health equity and structural racism within systems, communities, and populations. **7.2l** Evaluate health policies based on an ethical framework considering cost-effectiveness, health equity, and care outcomes.	**7.1h** Design policies to impact health equity and structural racism within systems, communities, and populations. **7.2l** Evaluate health policies based on an ethical framework considering cost-effectiveness, health equity, and care outcomes	**7.1h** Design policies to impact health equity and structural racism within systems, communities, and populations. **7.2l** Evaluate health policies based on an ethical framework considering cost-effectiveness, health equity, and care outcomes.
8. Informatics and Health Care Technologies	**8.3g** Evaluate the use of information and communication technology to address needs, gaps, and inefficiencies in care.			**8.3k** Pose strategies to reduce inequities in digital access to data and information.	**8.3k** Pose strategies to reduce inequities in digital access to data and information.
9. Professionalism	**9.2i** Identify innovative and evidence- based practices that promote person-centered care.	**9.2i** Identify innovative and evidence-based practices that promote person-centered care.	**9.1h** Analyze current policies and practices in the context of an ethical framework.		**9.2j** Advocate for practices that advance diversity, equity, and inclusion. **9.6d** Model respect for diversity, equity, and inclusion for all team members. **9.6h** Structure the practice

					environment to facilitate care that is culturally and linguistically appropriate. **9.6i** Ensure self and others are accountable in upholding moral, legal, and humanistic principles related to health.
10. Personal, Professional, and Leadership Development					**10.3p** Advocate for the promotion of social justice and eradication of structural racism and systematic inequity in nursing and society.

Course Materials

Required Materials

American Psychological Association (2020). *Publication of the American Psychological Association* (7th ed.). ISBN: 978-0-323-55131-1

Best, J. T., Buttriss, G., & Hines, A. (Eds.) (2022). *Pathophysiology, physical assessment, & pharmacology: Advanced integrative clinical concepts.* F. A. Davis. ISBN: 9780803675674

Moss, M. P., & Phillips, J. M. (2020). *Health equity and nursing: Achieving equity through policy, population health, and interprofessional collaboration.* Springer. (Available online ASU Library)

Optional Materials
- Additional materials are located on the Canvas course site.

General Topic Schedule

	Outcome(s)	Topics/Lessons	Activities	Assignments
Week 1	#1	● Frameworks for Assessing Social Determinants of Health in Populations ● Assessing Risks for Populations	Textbook: ● Best, Buttriss, & Hines, Introduction ● Moss & Phillips, Chapter 1 and 2 Lecture: ● Video: ● eResource: ● [Tools to Assess and Measure Social Determinants of Health - RHIhub Toolkit](#) ● [Social Determinants of Health | CDC](#)	● SDOH Risk Analysis due Sunday, (date) by 11:59 p.m. (10 points)

Week 2	#5	● Health Policies
		  ○ Local
		  ○ State
		  ○ Federal
		  ○ Global
			Textbook:
			● Moss & Phillips, Chapter 3 and 6
			eResource:
			●
				● Policy Quiz due Sunday, (date) by 11:59 p.m. (10 points)

Week 3	#2, 4	● Holistic Assessment and Health Promotion ● Culturally Relevant Care	Textbook: ● Moss & Phillips, Chapter 8 and 13 Video: ● Lecture: ●	● Health Traditions Discussion Board Forum due Sunday, (date) by 11:59 p.m. (15 points)

	Outcome(s)	Topics/Lessons	Activities	Assignments
Week 4	#2, 3	● Applying Advanced Pathophysiology and Pharmacology	Textbook: ● Best, Buttriss, & Hines Article: ● Lecture: ●	● Emerging Pharmacologic Treatment Presentation due Sunday, (date) by 11:59 p.m. (25 points)
Week 5	#1, 2, 3, 4, 5, 6	● Case-Based Integration of Core Concepts	Textbook: ● Best, Buttriss, & Hines, Chapter 16 and 18 Lecture: ● Case Examples: ● ● Practice Worksheet: ●	● Practice Quiz (Formative) due Sunday, (date) by 11:59 p.m. (0 points)
Week 6	#1, 2, 3, 4, 5, 6	● Case-Based Integration of Core Concepts	Textbook: ● Best, Buttriss, & Hines, Chapter 1 Case Study: ●	● Hypertension Worksheet due Sunday, (date) by 11:59 p.m. (10 points)
Week 7	#1, 2, 3 ,4, 5, 6	● Case-Based Integration of Core Concepts	Textbook: ● Best, Buttriss, & Hines, Chapter 1 Case Study: ●	● Hypertension Case Exam due Sunday, (date) by 11:59 p.m. (30 points)

Course Grading

Methods of Instruction

This course uses Canvas for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at https://my.asu.edu or https://canvas.asu.edu.

Activities in this course include discussion/presentations; textbook and supplemental readings; individual and group activities; and case scenarios.

Methods of Evaluation

Assessment Type	Number in Course	Total Course Value (Points)
SDOH Risk Analysis	1	10
Health Policy Quiz	1	10
Health Traditions Discussion Board Forum	1	15
Emerging Pharmacologic Treatment Presentation	1	25
Hypertension Worksheet	1	10
Hypertension Case Exam	1	30
Total	**6**	**100**

Description of Assessments

Rubrics and more detailed assignment information are located within the Canvas course shell.
- **Written Assignments**
  - **SDOH Risk Analysis:** A population-level risk analysis.
  - **Hypertension Worksheet:** An individual-level risk assessment worksheet.
- **Quizzes and Exams**
  - **Health Policy Quiz:** Quiz assessing key elements of health policy.
  - **Hypertension Case Exam:** Summative exam integrating course concepts.
- **Health Traditions Discussion Board Forum:** An asynchronous interactive discussion.
- **Emerging Pharmacologic Treatment Presentation:** An asynchronous online presentation using VoiceThread.

Course Grading Scale

Grade	GPA	Percentage	Points Range
A	4.0	90 – 100%	90 – 100
B	3.0	80 – 89%	80 – 89

Grade	GPA	Percentage	Points Range
C	2.0	70 – 79%	70 – 79
D	1.0 Course must be repeated	60 – 69%	60 – 69
E	0.0 Course must be repeated	59% and below	≤ 59

Course Grading Procedure
Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within one (1) business week of the due date via the Grades tab in Canvas, unless otherwise notified by the instructor.

Course Policies & Procedures

Online Course
This is a course that requires active participation in the online components of the course. Please note that there are no face-to-face components and the course will be conducted using online technologies.

Communicating With the Instructor
This course uses a Canvas discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor or assigned TA. You can expect a response within two business days.

Email and Canvas Inbox
ASU (http://www.asu.edu/aad/manuals/ssm/ssm107-03.html) email is an official means of communication among students, faculty, and staff.

Instructor correspondence will be sent to your ASU email account or through the Canvas Conversations Inbox tool. Please ensure that your Canvas notification preferences are current at the beginning of each semester.

For more information see: https://community.canvaslms.com/docs/DOC-10624-4212710344

Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email and Canvas Inbox regularly.

Campus Network or Canvas Outage
When access to Canvas is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

If an outage occurs, it is expected that you will confirm that the outage is with the University and not your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal (https://uto.asu.edu/system-health). If a system-wide ASU outage is NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

Course Time Commitment
This two-credit course requires approximately 90 hours of work. Please expect to spend around 12 hours each week preparing for and actively participating in this course.

Absences and Late or Missed Assignments
Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Unless prior arrangements are made, assignments submitted after the due date will be subject to a 10% per day penalty. Students are expected to actively participate in all learning activities and assessments within the timeframe specified in the course schedule. Failure to participate or submit assigned work may impact your ability to achieve course objectives which could affect your course grade. An absence or lack of participation, excused or unexcused, does not relieve a student of any course requirement. Regular engagement in learning activities and adherence to assignment/test due dates are the student's responsibility. Please follow the appropriate University (http://www.asu.edu/aad/manuals/acd/acd304-04.html) policies to request an accommodation for religious practices or (http://www.asu.edu/aad/manuals/acd/acd304-02.html) to accommodate a missed assignment due to University-sanctioned activities.

Notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm.

Submitting Assignments
All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas. Do not submit an assignment via other methods unless specifically directed.

Drop and Add Dates/Withdrawals
This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (https://students.asu.edu/academic-calendar). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (http://www.asu.edu/aad/manuals/ssm/ssm201-08.html)
- Medical/Compassionate Withdrawal (http://www.asu.edu/aad/manuals/ssm/ssm201-09.html)
- Grade of Incomplete (http://www.asu.edu/aad/manuals/ssm/ssm203-09.html)

Grade of Incomplete
Students must request a grade of Incomplete at least two weeks prior to the last day of the semester. A grade of "I" can only be given when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final exam or term paper) because of illness or other conditions beyond

the student's control however it is entirely up to the instructor to approve the Incomplete. The student and instructor must complete a Request for Grade of Incomplete form.

The exact timeframe for completion is negotiated between student and faculty however; students who receive a grade of "I" in any course must complete course requirements within one calendar year of the scheduled course and may NOT have longer than one calendar year. If a regular grade is not assigned within the calendar year, the "I" becomes a permanent part of the transcript. To repeat the course for credit students must re-register and pay the required fees. The grade for the repeated course will appear on the transcript but will not replace the permanent "I." Please see your program's student handbook for the procedure for requesting an Incomplete.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (https://catalog.asu.edu/appeal).

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (http://www.asu.edu/aad/manuals/ssm/ssm104-01.html), Computer, Internet, and Electronic Communications policy (http://www.asu.edu/aad/manuals/acd/acd125.html), ASU Student Academic Integrity Policy (http://provost.asu.edu/academicintegrity and https://provost.asu.edu/node/20), and outlined by the Office of Student Rights & Responsibilities (https://eoss.asu.edu/dos/srr). Anyone in violation of these policies is subject to sanctions.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Students are entitled to receive instruction free from interference by other members of the class (http://www.asu.edu/aad/manuals/ssm/ssm104-02.html). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per (http://www.asu.edu/aad/manuals/ssm/ssm201-10.html) Instructor Withdrawal of a Student for Disruptive Classroom Behavior.

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

If a student should deem any part of the course content offensive, this should be brought to the attention of the instructor, or alternatively, to the unit chair or director via email. Communication should include reference to the course information and specific offensive content.

The Office of Student Rights and Responsibilities (https://eoss.asu.edu/dos/srr/filingreport) accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Title IX Statement
Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited.

An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university.

If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, https://goto.asuonline.asu.edu/success/online-resources.html.

Edson College of Nursing and Health Innovation Student Handbook
Students are expected to adhere to the policies and guidelines in the current edition of the Edson College of Nursing and Health Innovation for your program (https://nursingandhealth.asu.edu/student-life/current-students).

Prohibition of Commercial Note Taking Services
In accordance with (http://www.asu.edu/aad/manuals/acd/acd304-06.html) ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation
Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer
The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the Canvas course site often.

Syllabus Template Version 3.5

Accessibility Statement

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability

accommodations, verification of eligibility from ASU Student Accessibility and Inclusive Learning Services (SAILS) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with Student Accessibility and Inclusive Learning Services (SAILS) should contact SAILS immediately. Campus locations and contact information are available on the SAILS website (https://eoss.asu.edu/accessibility). Check the SAILS website (https://eoss.asu.edu/accessibility) for eligibility and documentation policies.

Email: Student.Accessibility@asu.edu
SAILS Phone: (480) 965-1234
SAILS FAX: (480) 965-0441

Technical Requirements & Support

Computer Requirements
This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (https://www.google.com/chrome) or Mozilla Firefox (http://www.mozilla.org/en-US/firefox/new/)
- Adobe Acrobat Reader (http://get.adobe.com/reader/)
- Microphone (optional) and speaker

Computer Skills Requirements
It is expected that you will be able to do at least the following tasks on a computer:

- Accessing and using instructional/communication tools in the Canvas Learning Management System (see https://community.canvaslms.com/docs/DOC-10701 for more information)
- Using ASU email (see http://links.asu.edu/emailguide for more information)
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs (such as Microsoft PowerPoint, Google Slides, etc.)

Technical Support
This course uses Canvas to deliver course content. It can be accessed through MyASU at http://my.asu.edu or the Canvas home page at https://canvas.asu.edu.

To monitor the status of campus networks and services, visit the System Status Portal at https://systemstatus.asu.edu or via Twitter by following @asuoutages.

To contact the help desk you have three options:

- Website: assessed through the MyASU Service Center at http://my.asu.edu/service

- Chat: assessed through the MyASU Service Center at http://my.asu.edu/service
- Call toll-free at 1-855-278-5080

Tutoring Support

Free tutoring support is available in person and online for most courses. Services are offered through ASU's University Academic Success Programs for currently enrolled students.

- Tutoring is available in math, business, science, and statistics courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Graduate academic tutoring is available for writing and statistics.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Academic skills tutoring can help with critical reading, study skills, note taking, and more.
- Resources are available through our YouTube channel, Zoom recordings, and handouts.

Visit https://tutoring.asu.edu or call (480) 965-9072 for more information about these services, to view our schedules, or to book an appointment.