COURSE SYLLABUS
BIOL 2404-360

ANATOMY & PHYSIOLOGY: PATHOPHYSIOLOGY

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BIOLOGY DEPARTMENT
DUAL CREDIT COURSE

MRS. JENNA OZBIRN, MSN, RN

SOUTH PLAINS COLLEGE
FALL 2025

Course Syllabus
COURSE: BIOL 2404-360 Anatomy and Physiology: Pathophysiology
SEMESTER: Fall 2025

Name	Phone Number	Email	Room	Hours
Jenna Ozbirn MSN, RN, Course Facilitator	806-385-5683 Ext. 2510	jozbirn@southplainscollege.edu jozbirn@lfdisd.org	100/ Nurse Office	7:45am – 12:35pm

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I. GENERAL COURSE INFORMATION:

A. COURSE DESCRIPTION
This course, **which is a non-lab science course**, will provide an in-depth introduction to basic concepts and fundamental principles of human pathophysiology for advanced undergraduate students. This course will evaluate the study of the structure and function of human anatomy, including the neuroendocrine, integumentary, musculoskeletal, digestive, urinary, reproductive, respiratory, and circulatory systems. Content is specialized to follow the classical division between general pathology and systemic pathology. The aim of the course is to provide the student with a systematic approach for understanding disease and rational therapeutic design.

Pathophysiology bridges basic science and clinical practice with an emphasis on integrated mechanistic understanding of the molecular, structural, and functional alterations in cells, tissues, and organ systems that underlie human disease.

The student is expected to check the Blackboard course frequently.

If you are having difficulty accessing or using any components of Blackboard please use the following contact information. For specific help email Brooke Walker at bawalker@southplainscollege.edu or call 806-716-2180. For an email address that reaches everyone in the Instructional Technology department, please use blackboard@southplainscollege.edu.

B.   STUDENT LEARNING OUTCOMES
Upon successful completion of this course, students will:
1. Identify the essential features of basic disease processes.
2. Interpret the clinical manifestations of specific diseases in terms of etiology and pathogenesis.
3. Describe the relationship between normal anatomy and physiology and   alterations produced by disease.
4. Recognize basic pathophysiologic concepts.
5. Describe the impact of health promotion, disease prevention, and risk reduction   on selected pathologies.

C.   ACADEMIC INTEGRITY
Refer to the SPC student nursing handbook. Refer to the "Honesty Policy" located in the student handbook and appendix for examples of plagiarism. Violations of the honesty policy include cheating during testing, plagiarizing another's work, and falsifying records will result in failure of the course.

II.   SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS:

A.   TEXTBOOKS AND OTHER MATERIALS
Resources
Huether, S.E., & McCance, K.L. (2019). *Understanding Pathophysiology* (7th ed.), St. Louis: Mosby. ISBN: 9780323890953

Recommended Resources
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.), Washington, DC: Author. ISBN: 9781433832178

Houghton, P., & Houghton, T. (2009). *APA: The easy way* (2nd ed.). XanEdu.   ISBN: 9780923568962

Huether, S.E. & McCance, K.L. (2016). *Evolve Resources for Understanding Pathophysiology* (6th ed.), St. Louis: Mosby.
Course ID: 155701_global_0001 (FREE WITH BOOK PURCHASE)

**Text should be carried at your local bookstore but may be cheaper online at sites such as Ebay or Amazon. Be cautious in buying used online resources, there are times that the codes from the books may have been activated already. This would require you to purchase a new online resource code.

B.   ASSIGNMENTS

Online Modules:
This course has been developed utilizing online modules. PowerPoint lectures along with notes will be the main source of the class. The modules are helpful in narrowing important pathophysiology and the text further explains the same information.

Module Exams:
Student will be required to complete each module exam listed on the class schedule for **544 points, or 32 points each** of the final grade. Module exams vary in the number of questions; however, the student will receive 1 minute per question to complete the exam. Module examinations will be open-book and taken from the student's home or preferred location and are due to be completed by the dates listed on the class schedule. These exams are not to be done in groups, but individually. Once entered the student must finish the exam in one setting; if a student exits the exam it will automatically submit. It is the student's responsibility to notify the facilitator if technical difficulty occurs during the examination immediately through SPC email. **Without proper notification within 24 hours of exam completion, access will not be granted, and possible questions missed will not be reviewed.** During the exam NEVER click the Back or Forward. If the screen freezes the student may try the Refresh button or log out and immediately back into Evolve. Let the screen resolve when saving an answer before clicking next. Exam reviews are not permitted for this course. There are no "dropped" grades in this course.

Module Pretests/Quizzes:
The student will be required to complete module pretests/quizzes accounting for **255 points, or 15 points each** of the final grade. Module pretests vary in the number of questions. The student will receive **unlimited time and attempts** to complete the assigned pretest. The pretests are open book and are not to be done in groups, but individually. Students must finish the pretest in one sitting once entered. The last attempt is the only graded attempt. It is the student's responsibility to notify the facilitator if technical difficulty occurs immediately through SPC email.

Concept Map:
Concept mapping is a diagrammatic method of teaching and learning that allows students to conceptualize relationships between risk factors, disease process, and clinical manifestations of the disease, diagnostic procedures, and interventions for treatment of the disease process. Each student will complete one concept map on a post board accounting for **121 points** of the final course grade. This is your "Final Exam." Each student will be allowed to choose one topic for the concept map to develop a complete and thorough concept map of a disease process. Students may find the concept map assignment topic list, example of concept mapping, and a rubric template on Blackboard under Course Content, Concept mapping. This assignment is due by the dates listed on the class schedule to the assignment drop box located on the left-hand column of your Blackboard tool bar.

Failure to upload the final concept map to the assignment link will result in a 10-point deduction each day late up to 3 days. After three days past the due date the student will receive a zero for the assignment.

Discussion Board Forum:
Students will be required to complete six discussion board forum assignments. Students are to post there initial response followed by 2 responses to other classmates; for a total of 3 posts per discussion. Students may find the grading rubric on Blackboard under Course Content, Discussion Board Forum module. This assignment is due by the dates listed on the class schedule in the syllabus. Failure to complete the discussion board by the due dates will result in a zero. There are no makeups for discussion boards as this is an interactive assignment with peers and must be completed during the assigned time frame. It is the student's responsibility to locate the discussion forum in blackboard; if a student is unable to view the forum the student should notify the course facilitator on the first day of the forum and notify information technology.

Late Assignments and Extra Credit:
Work is due on the assigned dates and times in Central Standard Time (CST). **Late work will result in a ZERO!** Students should contact faculty prior to the due date and time if they anticipate material will be late. Please note that contacting faculty will not guarantee the receipt of an extension for the assignment. Due to the time constraints within this course, allowances for extra credit assignments or resubmissions of an assignment will be handled on a case-by-case basis and at the course facilitator's discretion. Please allow enough time for preparation and submission of each assignment prior to the scheduled due date.

C.   GRADING POLICY
The grade for this course will be determined upon completion of the following components:

Module Exams (17 at 32 points each)	544 points
Module Pretest (17 at 15 points each)	255 points
Discussion Board Assignments	80 points
Concept Map	121 points
Total	1000 points

Course grades are based on the following scale:
A= 90-100% (900 – 1000 points) Excellent
B= 80-89.9% (800 – 899 points) Good
C= 70-79.9% (700 – 799 points) Average

D= 60-69.9% (600 – 699 points) Below Average

F= below 59% (590 points and below) Below Failing

D.   CIVILITY

While there are no classroom meetings for this course, students are expected to demonstrate respect and civility towards faculty and other students in an online environment. Students are expected to assist in maintaining a virtual classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain information from the learning environment; students are prohibited from engaging in any form of distraction, disrespect, inappropriate language or behavior in online interactions. Inappropriate behavior in the virtual classroom will be dealt with by the course faculty on an individual basis. **Please use the faculty email as the primary source of communication.** There are no office hours for this course.

III.   **COURSE OUTLINE & SCHEDULE OF ASSIGNMENTS**

** As a general rule the course weeks begin on Mondays and end on Sundays. Pretests for the week are due on Saturdays and the posttest will be due on the following Sunday to allow ample time to study. You are responsible for following the calendar of assignments as laid out below **

Class Dates	Class Topics	Readings/Assignments
Week 1 August 26th	• Cellular Biology • Genes & Genetic Diseases • Epigenetics & Disease • Review syllabus	Huether and McCance: Chapter 1-3 Module 1
Week 2 September 1st	• Altered Cellular & Tissue Biology	Huether and McCance: Chapter 4 Module 2
Week 3 September 8th	• Discussion Board Forum in Blackboard • Fluids & Electrolytes, Acids & Bases	Huether and McCance: Chapters 5 Module 3
Week 4 September 15th	• Adaptive Immunity • Innamte Immunity: Inflammation and Wound Healing	Huether and McCance: Chapters 6, 7 Module 4 and 5

Week 5 September 22nd	• Alterations in Immunity • Infection and Defects in Mechanisms of Defense • Stress and Disease	Huether and McCance: Chapters 8, 9, 10 **Module 6 and 7**
Week 6 September 29th	•Biology of Cancer •Cancer Epidemiology •Cancer in Children & Adolescents	Huether and McCance: Chapters 11, 12, 13 **Module 8**
Week 7 October 6th	• Structure & Function of the Neurologic System • Pain, Temperature, Sleep, & Sensory Function • Alterations in Cognitive Systems, Cerebral Hemodynamics, & Motor Function • Disorders of the Central & Peripheral Nervous Systems & Neuromuscular Junction • Alterations of Neurologic Function in Children	Huether and McCance: Chapters 14, 15, 16, 17, and 18 **Module 9**
Week 8 October 13th	• Mechanisms of Hormonal Regulation • Alterations of Hormonal Regulation • Obesity, Starvation, and Anorexia of Aging	Huether and McCance: Chapters 19, 20, 21, **Module 10**

Week 9 October 20th	Structure and Function of the Hematologic System Alteration of Hematologic Function • Alteration of Hematologic Function in Children • Structure & Function of the Cardiovascular & Lymphatic System • Alterations of Cardiovascular Function Alterations of Cardiovascular Function in Children	Huether and McCance: Chapters 22, 23, 24,25, 26, 27 **Module 11 and 12**

Week 10 October 27th	• Structure & Function of the Pulmonary System • Alterations of Pulmonary Function Alterations of Pulmonary Function in Children	Huether and McCance: Chapters 28, 29, 30 **Module 13**
Week 11 November 3rd	• Renal and Urological System • Alterations in the Renal and Urinary Tract • Alterations in the Renal and Urinary Tract in Children	Huether and McCance: Chapters 31, 32, and 33 **Module 14**
Week 12 November 10th	• Reproductive System • Female Reproductive System • Male Reproductive System • Digestive System • Digestive Function • Digestive Function in Children	Huether and McCance: Chapters 34, 35, 36, 37, 38, 39 **Module 15 and 16**
Week 13 November 17th	• Structure & Function of the Musculoskeletal System • Alterations of Musculoskeletal System • Alterations of Musculoskeletal System in Children • Structure, Function, & Disorders of the Integument • Alterations of the Integument in Children	Huether and McCance: Chapters 40, 41, 42, 43, 44 **Module 17**
Week 14 November 24th	Happy Thanksgiving!!!	Have a good break!
Week 15 December 1st	Concept Map	**Work on Concept Map**

Week 16 December 8th	• Concept Map	**Concept Map Due 12/10 by 2359 (To Account for Final Grade Submission)** Final Grade submission is 12/12 at 10am

** Schedule is subject to change at instructor's discretion.

IV. ACCOMMODATIONS

- **Intellectual Exchange Statement**

In South Plains College courses, the instructor will establish and support an environment that values and nurtures individual and group difference and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

- **Disabilities Statement**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of the individual's disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Lubbock Centers (located at the Lubbock Downtown Center) 806-716-4675, or Plainview Center (Main Office) 806-716-4302.

- **Non-Discrimination Statement**

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

- **Title IX Pregnancy and Parenting Accommodations Statement (Rev. 6/11/2024)**

If you are pregnant or parenting (paternal or maternal) with children under the age of 18 per Texas Education Code 51.982 and Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy and parenting accommodations request, along with specific medical documentation, to the Health and Wellness Center. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Health and Wellness Center at 806-716-2529 or email rcanon@southplainscollege.edu for assistance.

- **CARE (Campus Assessment, Response, and Evaluation) Team**

South Plains College is committed to ensuring the safety, health, and well-being of its students and community. To support its campus community SPC has a CARE Team. This is a dedicated group of campus professionals responsible for assessing and responding to students who could benefit from academic, emotional, or psychological support, as well as those presenting risk to the health or safety of the community. If you see someone experiencing challenges, appearing distressed, posing a threat to their safety or someone else's safety, or causing a significant disruption to the SPC community, please submit a CARE Team referral. You may also submit a referral for yourself if you would like additional support. NOTE: In cases where a person's behavior poses an imminent threat to you or another, contact 911.

- **Campus Concealed Carry Statement**

Texas Government Code 411.2031, et al. authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: http://www.southplainscollege.edu/campuscarry.php

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

COVID-19 (Rev. 8/17/2024)
If you are experiencing any of the following symptoms, please do not attend class and either seek medical attention or get tested for COVID-19.

1. Fever or chills
2. Cough, shortness of breath, difficulty breathing
3. Sore throat
4. Congestion or runny nose
5. Muscles or body aches
6. New loss of taste and smell
7. Fatigue
8. Headache
9. Nausea or Vomiting
10. Diarrhea

Please also notify DeEtte Edens, FNP-C, Associate Director of Health & Wellness, at dedens@southplainscollege.edu or 806-716-2376

1. SPC will follow the recommended 3-day isolation period for individuals that test positive. **Please note that day 0 is the date of positive test. Day 1 begins the first full day after the date of positive result.**
2. COVID reporting
   Please have students and employees notify DeEtte Edens, FNP-C if they have tested positive to verify dates before returning to class or work.

The home tests are sufficient but students need to submit a photo of the positive result. The date of test must be written on the test result and an ID included in the photo. If tested elsewhere (clinic, pharmacy, etc.), please submit a copy of the doctor's note or email notification. Results may be emailed to DeEtte Edens, FNP-C at dedens@southplainscollege.edu.

A student is clear to return to class without further assessment if they have completed:

The 3-day isolation period, symptoms have improved and

they are afebrile for 24 hours without the use of fever-reducing medication.

HEATH SCIENCE PROGRAMS ONLY: Due to clinical requirements, students in health science programs returning to class or clinical from a positive test will be required to wear a mask in the health sciences areas including offices, hallways, and classrooms, as well as in the clinical setting for a 10-day period from date of positive test.

3. Please instruct students and employees to communicate with DeEtte Edens prior to their return date if still symptomatic at the end of the 3-day isolation.

4. Exposed individuals will not be required to quarantine. If exposed, SPC does request individuals closely monitor themselves. If an individual does become symptomatic, please do not attend class or work and be tested.

- **Artificial Intelligence Statement**

· Purpose of Artificial Intelligence (AI) Applications:

AI applications are advanced language models designed to aid and engage in meaningful conversations, as well as, generate and revise content. AI is intended to supplement learning, stimulate critical thinking, and enhance academic discourse. However, its use comes with certain responsibilities.

· Academic Integrity:

Using AI to generate academic work, including essays, reports, or assignments, without proper attribution is a violation of SPC academic integrity policies. Plagiarism undermines the learning process and is strictly prohibited. Students must ensure that their work reflects their own ideas, research, synthesis, and analysis and appropriately cites all sources, including AI.

· Collaboration and Consultation:

While AI can be a valuable resource, it is essential to strike a balance between seeking assistance and maintaining personal responsibility. Collaboration with peers, consulting instructors, and utilizing other approved learning resources should be prioritized. Overreliance on AI for solutions without actively engaging in the learning process is discouraged and can be grounds for academic integrity violations. Utilizing AI as a tool for brainstorming or research is allowed but the writing should be the student's own work and thoughts.

· Critical Thinking and Originality:

AI usage can provide suggestions and information, but it is essential to critically evaluate the responses and exercise independent thought. Relying solely on AI for answers deprives students of the opportunity to develop their analytical and problem-solving skills. In assignments where originality, creativity, and independent thinking are valued, AI would be detrimental to the student learning process. Critical thinking and originality emphasize the importance of independent thinking in all academic endeavors as part of the student's learning experience apart

from outside influence and offers the student the opportunity to refine their unique, individual voice through academic discourse with other students and faculty.

· Ethical Use and Bias Awareness:
AI is trained on large amounts of data from the internet, which may include biased or inaccurate information. Be mindful of the potential for bias and critically evaluate the responses provided by AI. Therefore, when using AI, just like with using any other database, students must verify that the information is from reliable sources, question any potential biases, and ensure that the information and sources used in the paper are neutral, peer-reviewed sources.

· Responsible Engagement:
Students should engage with AI in a respectful and responsible manner and avoid using offensive language, discriminatory remarks, or engaging in any form of harassment or inappropriate behavior. Students should also uphold the standards of respectful communication in addressing both AI and fellow classmates.

· Compliance with South Plains College Policies:
Policies regarding the appropriate use of AI in South Plains College courses are set by instructional departments and individual instructors. Appropriate use of AI may range from strict prohibition to assignments they may require the use of AI. Misusing or violating the guidelines outlined in this syllabus warning may result in disciplinary action, including academic penalties. Students are expected to familiarize themselves with the specific course policies regarding the use of AI and adhere to them throughout the semester.

Remember, AI can be a tool to support your learning in certain courses and assignments, but it cannot replace the critical thinking, creativity, and independent work that are integral to your overall academic growth.