



Chaminade University

School of Nursing and Health Professions

Doctor of Nursing Practice Program

NUR 804 Advanced Pathophysiology Across the Lifespan

Location meeting and Class meeting schedule: Online Asynchronous

Credits: #3 Term: Fall 2025

Instructor Information

Instructor: Teresa Kirsuk

Email: Teresa.Kiresuk@chaminade.edu

Phone: 612-281-4268

Time Zone: Central Time Zone

Office Location: Online

Office Hours: By Appointment- Call or text 612-281-4268 to schedule

Communication

Questions for this course can be emailed to the instructor and must be sent using your Chaminade email. Online and phone conferences can also be arranged. Response time is usually within 1 business day. Weekends and University holidays may extend response time.

School & Department Information

School of Nursing and Health Professions

Office Location: Henry Hall 110

Phone: (808) 739-8347

If you have questions regarding the Doctor of Nursing Practice Program, reach out to the DNP Director at the School of School of Nursing and Health Professions.

Course Description & Materials

Catalog Course Description

This graduate course is designed to prepare advanced practice nurses to apply concepts of pathophysiology from the cellular level to disease process for assessment of patients with a variety of conditions across clinical settings. The concepts and principles of normal physiology, pathophysiology, and genetics are emphasized. Current research is used to explore disruptions in normal physiological functioning. The impact of positive health behaviors on pathophysiology is addressed. A systems approach and psychophysiological interrelationships are used to analyze the disease processes and their causative factors. The course stresses critical thinking and decision-making in clinical settings based on these concepts.

Time Allocation

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

How This Course Meets the Credit Hour Policy

This is a three-credit hour course requiring 135 clock hours of student engagement per the official CUH credit hour policy. Students enrolled in this course are anticipated to spend 30 hours researching and writing the six discussion boards (averaging five hours per week) , 20 hours studying for and taking the unit exams (averaging 5 hours per exam), and 10 hours studying for and taking the final exam. There will be an additional 75 hours required beyond what is listed here to course readings, homework assignments, etc. averaging five hours per week

Required Materials

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Harper Collins. Required in All Courses.

Dang, D., Dearholt, S.L., Bisset, K., Ascenzi, J., & Whalen, M. (2021). *Johns Hopkins evidence-based practice for nurses and healthcare professionals: Model and guidelines* (4th ed.). Sigma Theta Tau International. Required in All Courses.

McCance, K., & Huether, S. (2022) *Pathophysiology: The Biologic Basis for Disease in Adults And Children* (9th Ed.). Mosby, Elsevier. ISBN: 9780323789875

McCance, K., & Huether, S. (2022) *Study Guide for Pathophysiology: The Biologic Basis for Disease in Adults And Children* (9th Ed.). Mosby, Elsevier.
ISBN: 9780323874984

Rhoads, J and Penick, J. (2018). *Formulating a Differential Diagnosis for the Advanced Practice Provider* (3rd Ed.). New York: Springer. ISBN-13: 9780826144669.

Technology

A computer with the following technology is required in order to complete courses in the DNP Program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Installation of proctoring software may be required.

Teaching / Learning Strategies

This course is online. Online learning resources, discussion forums, individual and small group work, case studies, application assignments, and independent study are teaching-learning strategies that may be utilized in this course. Students are expected to take an active role in their learning process through reading, research, online discussions, and sharing enriching experiences. Students should follow standard Netiquette guidelines, including but not limited to using the same common courtesy, politeness, and appropriate online behaviors as would be used in a face-to-face environment.

Canvas (<https://chaminade.instructure.com>)

Chaminade uses Canvas as the online learning management system (LMS) platform. Please review the Student Tutorial located on the Canvas course dashboard regarding instructions on accessing and submitting materials and assignments. If you are unable to find answers using the student tutorial, you may also contact the assigned faculty with questions regarding course navigation.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Library

The Sullivan Family Library link is available on the CUH website:

<http://www.chaminade.edu/library> Phone: (808) 735-4725. Tai Arakawa is the dedicated SONHP librarian: tai.arakawa@chaminade.edu

Learning Outcomes

DNP Program Learning Outcomes (PLOs)

Upon completion of the DNP program:

PLO Concepts	The DNP Graduate Will:
1. Knowledge for Nursing Practice	<i>Integrate</i> nursing science with knowledge from biophysical, psychosocial, analytical, ethics, and organizational sciences as the basis for advanced practice nursing using new approaches to care delivery.
2. Systems-Based Practice, Quality, and Safety	<i>Create and lead</i> high-quality and safe nursing care in a complex global health care environment
3. Scholarship for Nursing Practice	<i>Create and disseminate</i> knowledge in evidence-informed practice.
4. Information Systems and Patient Healthcare Technologies	<i>Evaluate</i> emerging technologies for their ability to improve health care outcomes.
5. Person-Centered Care	<i>Evaluate</i> health policy and advocate for social justice and access to health care, especially for Hawaiʻian and Pacific Islanders and other unique populations.
6. Interprofessional Partnerships	<i>Create</i> collaborative interprofessional relationships to improve patient and population health outcomes with an emphasis on select populations, including Hawaiʻian and Pacific Islanders.
7. Population Health	<i>Evaluate</i> the social, cultural, and environmental dimensions of population health in practice patterns/systems.
8. Advanced Practice Nursing Professionalism; Personal, Professional, and Leadership Development	Independently <i>assess, diagnose, treat, and manage</i> culturally diverse populations.

Course Learning Outcomes (CLOs) and Alignment

Upon completion of NUR 804, the student will:

CLOs	CLO Link to PLOs	Method of Measurement
1.Explain the primary altered physiology of selected diseases and disorders across the lifespan.	1, 7, 8	Lecturio
2.Explain the secondary effects of altered physiology of selected diseases and disorders on the client.	1, 7, 8	Lecturio Assignments

3. Apply the principles of pathophysiology to clients in clinical situations and across different ethnicities.	1, 5, 7, 8	Case Discussion, Exams
4. Synthesize and apply rationale based on current evidence-based knowledge from research for nursing interventions based upon principles of pathophysiology.	1, 3, 5, 7, 8	Lecturo Assignments, Sentinel U Question Review. Case Discussion Assignments Differential Diagnosis Assignment
5. Use pathophysiological knowledge to assess the significance of presenting signs, symptoms, and diagnostic test data.	1, 5, 7, 8	Lecturo Assignments. Case Discussion Assignments Differential Diagnosis Assignment

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu.

An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kũ'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kũ o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Course Activities

Assignments

Students must complete all assignments to achieve a passing grade in this course.

Discussions

Online Class Discussion Board (DB):

Discussion board assignments allow students to reflect thoughtfully and exchange ideas on the topics covered in this course. Students will interact on discussion boards during select identified weeks during the term. Each discussion board assignment will have an identified question or prompt. Each student must reply in an initial thread post and then continue in the discussion of the topic with a minimum of two response posts to student peers and/or course faculty. All postings should be substantive and graded based on the provided discussion board rubric.

DB General Guidelines:

- Read through the entire discussion board question or prompt before making your initial thread post. Many topics are broken down into multiple components, each of which must be addressed in your initial reply.
- Be constructive and substantive in your posts and peer feedback. Use an example from the original post to build on, use examples from your current workplace or work experience, stimulate further discourse by asking questions when responding to your peers.
- Use good netiquette. Although there is a minimum of three substantive posts to discussion boards, each student should consider replying to any and all questions posed to them by peers or faculty; just as you would in a live conversation.
- Support your work. You must have a minimum of four citations for every post. Citations should include your course textbook or other supplied course resources, as well as other high-level evidence. At least two citations should be from sources not provided in course resources. Citations should follow APA 7th edition formatting.
- Be sure to post on time (see posting requirements below). Late postings limit the depth of the discussions and make it difficult for peers to provide timely feedback to you. *Late posts will have a 5-point deduction per day up to 48 hours after the due date. Posts more than 48 hours late will receive 0 credit for the assignment.*

DB Posting Requirements:

- Initial Thread Post is due by 11:59 pm on TUES of the week. This post must be a minimum of 250 words unless otherwise specified.
- Response Post #1 is due by 11:59 pm on THURS of the week. This post can incorporate responses to any initial thread post from one of your peers or in reply to a question or comment from one of your peers or course faculty who commented on your initial thread post.
- Response Post #2 is due by 11:59 pm on SAT of the week. This post can incorporate responses to any initial thread post from one of your peers or in reply to a question or

comment from one of your peers or course faculty who commented on your initial thread post.

1) Discussion Board

There are 2 interactive discussion boards in this course.

2) Quizzes/Exams

There are 4 'unit' exams in this course. Exams may be via Canvas, Sentinel U or Lectorio.

4) Case Studies

Utilizing Sentinel U, students will work through 5 case studies with associated readings and questions.

5) Final Exam

There is 100 point comprehensive final exam at the end of the term.

Course Policies

Attendance and Participation

Regular online attendance and participation/engagement is expected for student success. Therefore, students are expected to attend every class, arrive on time for any scheduled synchronous activities, complete all assigned readings, actively participate in class discussions, complete all class assignments, and always behave appropriately and professionally. Online participation is evident through posting to a discussion board, wiki, virtual office, or classroom meeting, drop box submissions, attending virtual seminars, completing real-time activities or quizzes, and/or other course-related activities (synchronous or asynchronous). Failure to meet attendance and participation expectations may result in grade reduction, remediation requirements, or administrative withdrawal from the course.

Students should notify their instructors when illness or other extenuating circumstances prevent them from participating in class and make arrangements to complete missed assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Chaminade University of Honolulu Student Handbook and the DNP Student

Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Chaminade University of Honolulu Student Handbook and DNP Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty of the School of Nursing and Health Professions at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Students may be asked to submit course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life. For further information, please refer to the Chaminade Catalogue.

Late Work

It is expected that assignments will be submitted on time. Late assignments will be subject to a deduction of 5% per day. No late assignments will be accepted after 48 hours. Extensions on writing assignments are not provided unless prior arrangements have been made with faculty

at least a week prior to the assignment due date or unless there are extenuating circumstances. Requests made within the week prior to the due date will not be granted unless there is an emergency.

Writing Policy

All written assignments should be formatted to APA 7th edition standards and must be submitted as MS word documents. No google docs, pdf, pages, or other formats will be accepted. Use the following format for naming your assignments: lastname(s).assignmentname

Guidance for Generative Artificial Intelligence (AI)

The use of Generative AI should be seen as a tool to enhance academic research, not as a replacement for critical thinking and originality in assignments. Students are not permitted to submit assignments that have been fully or partially generated by AI unless explicitly stated in the assignment instructions. All work submitted must be the original work of the student.

Grades of Incomplete

An *Incomplete* grade is granted at the discretion of the faculty of record and must be aligned with the University policies. Receiving an "Incomplete" for a nursing course that is a prerequisite for a forthcoming nursing course must be completed prior to the start of the new course.

Changes to the Syllabus

While every attempt has been made to prepare this syllabus and class schedule in final form, it may be necessary for the course leader to make changes as may be deemed essential to meet the learning outcomes of the course. Students will be notified in writing via Chaminade email and/or Canvas announcements of any changes. It is recommended that you check your email and the course Canvas site frequently for announcements. All students will be held responsible to read, understand, and clarify the content within this document.

Evaluation Methods and Grading Scale

Students must achieve a final grade of B or higher to pass this course. As per the Chaminade University Graduate Catalog, students who fail a course (i.e., receive a grade of C, F, or NC) must repeat the course within 12 months and receive a CR or a grade of B or higher.

Evaluation Method	Weight	Grading Scale*
Self-Introduction 50 points	5%	A = 90-100 %
Differential Diagnosis Discussion 100 points	10%	B = 80-89%
Sentinel U Case Studies 5 Discussion at 50 points each genetics , neurological cardiovascular,	25%	C = Below 80% and a failing course grade.

Endocrine		
Gastrointestinal		
Review Questions Weekly (APEA)	30%	
Lecturio Assignments (added resources)	NC	
Exams via APEA, Canvas, Sentinel U, or Lecturio 4 exams at 50 points each.	20%	
Final Exam via APEA	10%	
Total	100%	

*The College of Nursing and Health Professions does not round grades. For example, a score of 89.7 will be recorded as 89% and a B grade.

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a university official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

TITLE IX AND NONDISCRIMINATION STATEMENT:

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and

protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Nondiscrimination Policy & Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Hazing Prevention Resources and Athlete Helpline:

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

Chaminade University's Hazing Policy:

<https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/>

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

Basic Needs Resources: <https://chaminade.edu/basic-needs/>

Campus Safety/ SafeSwords

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your

location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events. [SafeSwords Webpage](#)

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Course Schedule

Course content may vary from this outline at the discretion of the instructor to meet the needs of each class.

Week	Dates	Weekly Topic	Readings	Assignments/ Due Dates*
1	8/25/25-8/31/25	Concepts of Pathophysiology	<p>McCance and Huether</p> <p>Cellular Biology</p> <p>Altered Cellular and Tissue Biology: Environmental Agents</p> <p>The Cellular Environment : Fluids and Electrolytes, Acids and Bases</p> <p>*Roads and Penick is for Differential Diagnosis Reference</p>	<p>Sentinel U: as assigned in Canvas</p> <p>Lecturio: as assigned in Canvas</p> <p>Discussion Board: Self Introduction</p> <p>Exam: None</p> <p>Study Guide</p>
2	9/1/25-9/7/25	Differential Diagnosis Process	<p>Strategies for generating differential diagnoses University of Massachusetts</p> <p>Guide to Clinical</p>	<p>Sentinel U as assigned in Canvas</p> <p>Lecturio as assigned in Canvas</p> <p>Discussion Board: Differential Diagnosis</p> <p>Exam: APEA Review Questions</p>

			Reasoning Stanford University Differential diagnosis checklists reduce diagnostic error differentially : A randomised experiment	
3	9/8/25-9/14/25	Genes and Epigenetics	<p>McCance and Huether</p> <p>Genes and Genetic Diseases</p> <p>Genes, Environment -Lifestyle, and Common Diseases</p> <p>Epigenetics and Disease</p> <p>*Roads and Penick is for Differential Diagnosis Reference</p>	<p>Sentinel U: As assigned in Canvas Genetics</p> <ul style="list-style-type: none"> • <i>Anthony Brown, 4 YO, Male</i> <ul style="list-style-type: none"> ○ Primary Diagnosis: Sickle Cell Anemia Crisis (SCC) ○ A hereditary genetic disorder of hemoglobin. <p>Lecturio as assigned in Canvas Discussion Board: None Study Guide Exam: APEA Review Questions</p>
4	9/15/25-9/21/25	Immune System Function	<p>McCance and Huether</p>	<p>Sentinel U as assigned in Canvas Lecturio as assigned in Canvas Discussion Board: None Study Guide Journal: as assigned in Canvas</p>

			<p>Innate Immunity: Inflammation</p> <p>Adaptive Immunity</p> <p>Alterations in Immunity and Inflammation</p> <p>Infection</p> <p>Stress and Disease</p> <p>*Roads and Penick is for Differential Diagnosis Reference</p>	<p>Exam: APEA Review Questions</p> <p>Exam#1 APEA</p>
5	9/22/25-9/28/25	Cancer	<p>McCance and Huether</p> <p>Cancer Biology</p> <p>Cancer Epidemiology</p> <p>Cancer in Children</p> <p>*Roads and Penick is for Differential</p>	<p>Sentinel U as assigned in Canvas</p> <p>Lecturio as assigned in Canvas</p> <p>Discussion Board: None</p> <p>Study Guide Journal: as assigned in Canvas</p> <p>Exam: APEA Review Questions</p>

			Diagnosis Reference	
6	9/28/25- 10/5/25	Neurologic	<p>McCance and Huether</p> <p>Structure and Function of the Neurologic System</p> <p>Pain, Temperature Regulation, Sleep, and Sensory Function</p> <p>Alterations in Cognitive Systems, Cerebral Hemodynamics, and Motor Function</p> <p>Disorders of the Central and Peripheral Nervous Systems and the Neuromuscular Junction</p> <p>Neurobiology of Schizophrenia, Mood</p>	<p>Sentinel U</p> <p><i>Madison Clark, 16 YO, Female</i></p> <p>-Primary Diagnosis: Focal Complex Partial Seizures</p> <p>-A clear neurological disorder affecting brain electrical activity.</p> <p>Lecturio as assigned in Canvas</p> <p>Discussion Board: None</p> <p>Study Guide Journal: as assigned in Canvas</p> <p>Exam: APEA Review Questions</p>

			Disorders, and Anxiety Disorders Alterations of Neurologic Function in Children *Roads and Penick is for Differential Diagnosis Reference	
7	10/6/25-10/12/25	Cardiovascular	McCance and Huether Structure and Function of the Cardiovascular and Lymphatic Systems Alterations of Cardiovascular Function Alterations of Cardiovascular Function in Children *Roads and Penick is for Differential	Sentinel U <ul style="list-style-type: none"> • <i>Joseph Hoffman, 44 YO, Male</i> <ul style="list-style-type: none"> ○ Primary Diagnosis: Heart Failure ○ Secondary: Uncontrolled Hypertension ○ Classic cardiovascular system pathology. Lecturio as assigned in Canvas Discussion Board: None Study Guide Journal: as assigned in Canvas Exam: APEA Review Questions

			Diagnosis Reference	
8	10/13/25- 10/19/25	Pulmonary	<p>McCance and Huether</p> <p>Structure and Function of the Pulmonary System</p> <p>Alterations of Pulmonary Function</p> <p>Alterations of Pulmonary Function in Children</p> <p>*Roads and Penick is for Differential Diagnosis Reference</p>	<p>Sentinel U as assigned in Canvas</p> <p>Lecturio as assigned in Canvas</p> <p>Discussion Board: None</p> <p>Study Guide Journal: as assigned in Canvas</p> <p>Exam: APEA Review Questions</p> <p>Exam: #2 in APEA</p>
9	10/20/25- 10/26/25	Reproductive	<p>McCance and Huether</p> <p>Structure and Function of the Reproductive Systems</p>	<p>Sentinel U as assigned in Canvas</p> <p>Lecturio as assigned in Canvas</p> <p>Discussion Board: None</p> <p>Study Guide Journal: as assigned in Canvas</p> <p>Exam: APEA Review Questions</p>

			<p>Alterations of the Female Reproductive System</p> <p>Alterations of the Male Reproductive System</p> <p>Sexually Transmitted Infections</p> <p>*Roads and Penick is for Differential Diagnosis Reference</p>	
10	10/27/25-11/1/25	Hematologic	<p>McCance and Huether</p> <p>Structure and Function of the Hematologic System</p> <p>Alterations of Erythrocyte, Platelet, and Hemostatic Function</p> <p>Alterations of Leukocyte and Lymphoid Function</p>	<p>Sentinel U as assigned in Canvas</p> <p>Lecturio as assigned in Canvas</p> <p>Discussion Board: None</p> <p>Study Guide Journal: as assigned in Canvas</p> <p>Exam: APEA Review Questions</p>

			Alterations of Hematologic Function in Children	
			*Roads and Penick is for Differential Diagnosis Reference	
11	11/3/25-11/9/25	Endocrine (hormone regulation, obesity, nutrition)	<p>McCance and Huether</p> <p>Mechanisms of Hormonal Regulation</p> <p>Alterations of Hormonal Regulation</p> <p>Obesity and Disorders of Nutrition</p> <p>*Roads and Penick is for Differential Diagnosis Reference</p>	<p>Sentinel U</p> <ul style="list-style-type: none"> • <i>Carl Resendez, 19 YO, Male</i> <ul style="list-style-type: none"> ○ Primary Diagnosis: New Onset Diabetes Mellitus, Type 2 ○ A core endocrine/metabolic disorder. <p>Lecturio as assigned in Canvas Discussion Board: None Study Guide Journal: as assigned in Canvas Exam: APEA Review Questions</p>
12	11/10/25-11/16/25	Renal/Urologic	<p>McCance and Huether</p> <p>Structure and Function of the Renal and Urologic Systems</p> <p>Alterations of Renal and</p>	<p>Sentinel U as assigned in Canvas Lecturio as assigned in Canvas Discussion Board: None Study Guide Journal: as assigned in Canvas Exam: APEA Review Questions Exam: #3 in APEA</p>

			<p>Urinary Function</p> <p>Alterations of Renal and Urinary Tract Function in Children</p> <p>*Roads and Penick is for Differential Diagnosis Reference</p>	
13	11/17/25-11/23/25	Gastrointestinal and Digestive Integumentary	<p>McCance and Huether</p> <p>Structure and Function of the Digestive System</p> <p>Alterations of Digestive Function</p> <p>Alterations of Digestive Function in Children</p> <p>Structure, Function and Disorders of the Integument</p> <p>Alterations of the</p>	<p>Sentinel U</p> <ul style="list-style-type: none"> • <i>Awan Howell, 48 YO, Male</i> <ul style="list-style-type: none"> ○ Primary <p>Diagnosis: Gastroesophageal Reflux Disease (GERD)</p> ○ Gastrointestinal tract-focused condition. <p>Lecturio as assigned in Canvas</p> <p>Discussion Board: None</p> <p>Study Guide Journal: as assigned in Canvas</p> <p>Exam: APEA Review Questions</p>

			Integument in Children	
			*Roads and Penick is for Differential Diagnosis Reference	
14	11/24/25-11/30/25	Musculoskeletal	<p>McCance and Huether</p> <p>Structure and Function of the Musculoskeletal System</p> <p>Alterations of Musculoskeletal Function</p> <p>Alterations of Musculoskeletal Function in Children</p> <p>*Roads and Penick is for Differential Diagnosis Reference</p>	<p>Sentinel U as assigned in Canvas</p> <p>Lecturio as assigned in Canvas</p> <p>Discussion Board: None</p> <p>Study Guide Journal: as assigned in Canvas</p> <p>Exam: APEA Review Questions</p>
15	12/1/25-12/5/25	Multisystem	<p>McCance and Huether</p> <p>Shock</p> <p>Multiple Organ Dysfunction</p>	<p>Sentinel U as assigned in Canvas</p> <p>Lecturio as assigned in Canvas</p> <p>Discussion Board: None</p> <p>Study Guide Journal: as assigned in Canvas</p> <p>Exam: APEA Review Questions</p> <p>Exam: #4 in APEA</p>

			Syndrome and Burns in Adults Shock, Multiple Organ Dysfunction Syndrome and Burns in Children	
16	12/8/25-12/12/25	Final Exam Week	No New Readings	Final Exam via APEA

*All Assignments (except Discussion Boards) are due by 11:59 on the last day of the week
 Discussion Board assignments are due per the posting date and guidelines as outlined in Canvas