**Pathophysiology Paper**

**Purpose:** The purpose of the project is to serve as an artifact, showing that students have demonstrated achieving the competency on scientific literacy.

This assignment specifically addresses the following Galen College of Nursing General Education Competencies: 2. Communication. 3. Information Literacy. 4. Critical Thinking. 5. Scientific Literacy.

You will need to work on this assignment weekly throughout the quarter. Your completed assignment will be due during week 9 of the quarter. Please do not wait until the last minute to work on this assignment. It is your responsibility to submit the completed assignment before the DropBox closes. No hard copies or emailed copies will be accepted once the DropBox is closed.

This project requires the ability to understand and apply scientific knowledge that you acquire both inside and outside the anatomy and physiology classroom. You will be presented a pathology that is applicable to the systems we have covered and will be assigned by your instructor. This is a pathology that you may encounter in your nursing career.

As you progress through this course, you will acquire information in a sequential, topic-specific manner. Each topic will include information that is relevant to this assignment. For example, the knowledge you gain from the lesson on cell morphology will be applied to later system specific questions. Your explanations on each sub-topic should include information from sources that go beyond the textbook or classroom. You are expected to clearly understand the meaning of each topic before you construct your answers. For example, you are expected to know the meaning of “homeostasis” and to understand the topics that are connected to it. Don’t forget to read and understand the rubric before you start. Refer to it often – it will help guide you through the process.

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|  | Criteria |
| 1 | Description of the pathology |
| 2 | Normal anatomy of major body system effected |
| 3 | Normal physiology of body system effected |
| 4 | Mechanism of pathophysiology |
| 5 | Prevention |
| 6 | Treatment |

* Students will be assigned individual topics related to physiology and pathological conditions of physiological systems.
* The student will be required to complete criteria 1-7 in a written paper.
* The paper will be a minimum of **3 and a maximum of 6 pages long** not including a title and reference pages.
* A minimum of **three** APA-style references must be included in the paper. There should be an APA-format references page at the end of the presentation. Additionally, in-text citations should be included when appropriate. Reputable resources include peer-reviewed journal articles, textbooks, interviews with clinicians who deal with these pathologies on a daily basis, personal experiences, class lectures, and other scientific sources.
* The student should use a font size of 12, Times New Roman, and double-spaced throughout. The paper should be written with the text aligned to the left margin with 1” margins.
* Student should review the information about plagiarism in the *Student Catalog*. Any copying of information from another source without giving proper credit through a citation will be met with severe consequences. In line with this, however, the entire presentation should not be directly copied from other sources. The student is expected to compose ideas in their own words, and only use text from other sources as a minor supplement.

**Pathophysiology Paper Grading Rubric:**

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| **Criteria** |  |  |  |
| **Description of Pathology (10 points)** | Student provides a **comprehensive** introductory section of the condition in 1-2 paragraphs.  (Up to 10 points) | Student provides a **subpar** introductory section of the condition in 1-2 paragraphs.  (Up to 7 points) | Student provides an **inadequate** introductory section.  (Up to 3 points) |
| **Normal Anatomy of body system (15 points)** | Student has demonstrated comprehensive knowledge of fundamental concepts of normal anatomy of the body system **throughout 100%** of the project. Student **can** **accurately** interpret and communicate information using scientific vocabulary **consistently** throughout the assignment.  (Up to 15 points) | Student has demonstrated comprehensive knowledge of fundamental concepts of the normal anatomy of the body system **through at least 50%** of the project. Student **can** accurately interpret and communicate information using scientific vocabulary **mostly** throughout the assignment.  (Up to 10 points) | Student has demonstrated comprehensive knowledge of fundamental concepts of the normal anatomy of the body system **through at least 25%** of the project. Student **did not** accurately interpret and communicate information using scientific vocabulary **throughout** the assignment.  (Up to 5 points) |
| **Normal Physiology of body system (15 points)** | Student has demonstrated comprehensive knowledge of fundamental concepts of normal physiology of the body system **throughout** the project. Student **can** **accurately** interpret and communicate information using scientific vocabulary **consistently** throughout the assignment.  (Up to 15 points) | Student has demonstrated comprehensive knowledge of fundamental concepts of the normal physiology of the body system **through at least 50%** of the project. Student **can** accurately interpret and communicate information using scientific vocabulary **mostly** throughout the assignment.  (Up to 10 points) | Student has demonstrated comprehensive knowledge of fundamental concepts of the normal physiology of the body system **through at least 25%** of the project. Student **did not** accurately interpret and communicate information using scientific vocabulary **throughout** the assignment.  (Up to 5 points) |
| **Mechanism of Pathophysiology (20 points)** | The student’s writing demonstrates **a thorough** understanding of the underlying anatomical and physiological **changes** contributing to the disease. The overall paper shows a depth understudying of the disease consistent with collegiate level research on the topic.  (Up to 20 points) | The student’s writing demonstrates **some** understanding of the underlying anatomical and physiological **changes** contributing to the disease. The overall paper shows some in depth understudying of the topic, but some information is missing.  (Up to 12 points) | The student’s writing demonstrates **little** understanding of the underlying anatomical and physiological **changes** contributing to the disease. The overall paper shows a shallow understudying of the topic.  (Up to 7 points) |
| **Prevention (10 points)** | Student provides a **comprehensive** section outlining possible prevention protocols or clearly indicates if none is available for the condition based on current scientific literature.  (Up to 10 points) | Student provides a **subpar** section outlining possible prevention protocols or clearly indicates if none is available for the condition based on current scientific literature.  (Up to 6 points) | Student provides an **inadequate** section outlining possible prevention protocols or clearly indicates if none is available for the condition based on current scientific literature.  (Up to 3 points) |
| **Treatment (10 points)** | Student provides a **comprehensive** section outlining possible treatment protocols for the condition based on current scientific literature.  (Up to 10 points) | Student provides a **subpar** section outlining possible treatment protocols for the condition based on current scientific literature.  (Up to 6 points) | Student provides an **inadequate** section outlining possible treatment protocols for the condition based on current scientific literature.  (Up to 3 points) |
| **APA Formatting & Overall Presentation**  **(10 points)** | Overall presentation is **100% complete**, follows APA formatting guidelines, demonstrates scholarly achievement and utilizes appropriate grammar and sentence structure throughout.  (Up to 10 points) | Overall presentation is mostly **complete**, APA formatting guidelines are mostly followed, demonstrates scholarly achievement, and utilizes appropriate grammar and sentence structure throughout the majority of the paper.  (Up to 7 points) | Overall presentation is two or more of the following: Incomplete, APA formatting not followed, does not demonstrates scholarly achievement, **significant issues with** appropriate grammar and sentence structure.  (Up to 4 points) |
| **References & In-text Citations (10 points)** | At least **3** sources have been referenced, references are from **reputable** sources, and **proper** APA format was used, both for in text citation and for the reference section, with **no inaccuracies** in APA formatting.  (Up to 10 points) | At least **2** sources have been referenced, most references are from **reputable** sources, and **proper** APA format was used, both for in text citation and for the reference section, with **minor inaccuracies** in APA formatting.  (Up to 7 points) | **Insufficient** sources were referenced, or sources were from **biased** sources, with **many errors** in APA style and formatting.  (Up to 4 points) |

**Total Points (out of 100):** \_\_\_\_\_\_\_\_\_\_