



**PTAP 130 Pathophysiology for A/H Stdnt section name section credit hours**  
**Credits**  
**Syllabus**

## Course Information

**Meeting times and location:** section meeting\_times section location

**Catalog description:** Introduction to the function, anatomical components, and pathologies of each system within the human body. Prerequisite: Acceptance into the PTA Program.

**Prerequisites:** course prereqs

**Terms offered:** Spring and Summer

**Section-specific Course Description:**

## Course Level Objectives

### Course Learning Outcomes

Upon successful completion of the course, the student will be able to...

1. Describe the integration of systems related to the human body.
2. Differentiate differences in pathology related to age, gender, race, and ethnicity.
3. Recognize the risks related to poor health behaviors.
4. Review pathologies resulting from congenital and childhood diseases and conditions.
5. Examine pathologies related to the immune system.
6. Describe pathologies related to the endocrine system.
7. Differentiate between pathologies related to the eye and ear.
8. Examine pathologies related to the integumentary system.
9. Describe pathologies related to the musculoskeletal system.
10. Explain pathologies related to the digestive system.

11. Identify pathologies related to the cardiopulmonary system.
12. Review pathologies related to the urinary system
13. Examine pathologies related to the reproductive system.
14. Describe pathologies related to the neurological system.
15. Clarify pathologies related to mental disorders.
16. Examine pathologies related to trauma.
17. Practice Professional Behaviors Student's Self-Assessment related to course content.
18. Describe basic concepts related to the APTA Guide to Physical Therapist Practice.

### **Specific Learning Objectives**

Upon successful completion of the course, the student will be able to...

- 1 Describe the integration of systems related to the human body.
  - 1a. Explain how individual systems are integrated to function together.
  - 1b. Relate common diagnostic tests and procedures.
2. Differentiate differences in pathology related to age, gender, race, and ethnicity.
  - 2a. Describe how responses to common pathologic conditions may vary with age, gender, and race.
  - 2b. Identify selected pathologies for which racial or ethnic groups may be predisposed.
3. Recognize the risks related to poor health behaviors.
  - 3a. Describe the consequences resulting from poor health behaviors.
  - 3b. Describe the effects of modeling poor health behaviors.
4. Review pathologies resulting from congenital and childhood diseases and conditions.
  - 4a. Describe the function, anatomical components, and pathologies of congenital and childhood diseases and conditions.
  - 4b. Identify sign and symptoms, etiology, diagnosis, treatment, prognosis, and prevention related to congenital and childhood diseases.
5. Examine pathologies related to the immune system.
  - 5a. Describe the function, anatomical components, and pathologies of the immune system.

- 5b. Identify sign and symptoms, etiology, diagnosis, treatment, prognosis, and prevention related to the immune system.
6. Describe pathologies related to the endocrine system.
- 6a. Describe the function, anatomical components, and pathologies of the endocrine system.
- 6b. Identify sign and symptoms, etiology, diagnosis, treatment, prognosis, and prevention related to the endocrine system.
7. Differentiate between pathologies related to the eye and ear.
- 7a. Describe the function, anatomical components, and pathologies of the eye and ear.
- 7b. Identify sign and symptoms, etiology, diagnosis, treatment, prognosis, and prevention related to the eye and ear.
8. Examine pathologies related to the integumentary system.
- 8a. Describe the function, anatomical components, and pathologies of the integumentary system.
- 8b. Identify sign and symptoms, etiology, diagnosis, treatment, prognosis, and prevention related to the integumentary system.
9. Describe pathologies related to the musculoskeletal system.
- 9a. Describe the function, anatomical components, and pathologies of the musculoskeletal system.
- 9b. Identify sign and symptoms, etiology, diagnosis, treatment, prognosis, and prevention related to the musculoskeletal system.
10. Explain pathologies related to the digestive system.
- 10a. Describe the function, anatomical components, and pathologies of the digestive system.
- 10b. Identify sign and symptoms, etiology, diagnosis, treatment, prognosis, and prevention related to the digestive system.
11. Identify pathologies related to the cardiopulmonary system.
- 11a. Describe the function, anatomical components, and pathologies of the respiratory system.

11b. Identify sign and symptoms, etiology, diagnosis, treatment, prognosis, and prevention related to the respiratory system.

11c. Describe the function, anatomical components, and pathologies of the circulatory system.

11d. Identify sign and symptoms, etiology, diagnosis, treatment, prognosis, and prevention related to the circulatory system.

11e. Identify the direction of the blood flow through the heart and lungs.

12. Review pathologies related to the urinary system.

12a. Describe the function, anatomical components, and pathologies of the urinary system.

12b. Identify sign and symptoms, etiology, diagnosis, treatment, prognosis, and prevention related to the urinary system.

13. Examine pathologies related to the reproductive system.

13a. Describe the function, anatomical components, and pathologies of the reproductive system.

13b. Identify sign and symptoms, etiology, diagnosis, treatment, prognosis, and prevention related to the reproductive system.

14. Describe pathologies related to the neurological system.

14a. Describe the function, anatomical components, and pathologies of the nervous system.

14b. Identify sign and symptoms, etiology, diagnosis, treatment, prognosis, and prevention related to the nervous system.

15. Clarify pathologies related to mental disorders.

15a. Describe the function, anatomical components, and pathologies of the mental disorders.

15b. Identify sign and symptoms, etiology, diagnosis, treatment, prognosis, and prevention related to the mental disorders.

16. Examine pathologies related to trauma.

16a. Describe the function, anatomical components, and pathologies related to trauma. Identify sign and symptoms, etiology, diagnosis, treatment, prognosis, and prevention related to trauma.

17. Practice Professional Behaviors Student's Self-Assessment related to course content.

17a. Commitment to Learning – Demonstrate the ability to self-assess, self-correct, and self-direct. Identify needs and sources of learning. Seek new knowledge and understanding.

17b. Interpersonal Skills – Demonstrate the ability to interact effectively with patients, families, colleagues, other health care professionals, and the community. Demonstrate the ability to effectively deal with cultural and ethnic diversity issues.

17c. Communication Skills – Demonstrate the ability to communicate effectively (i.e., speaking, body language, reading, writing, and listening) for a varied audiences and purposes.

17d. Effective Use of Time – Demonstrate the ability to obtain maximum benefit from a minimum investment of time and resources.

17e. Use of Constructive Feedback – Demonstrate the ability to identify sources and seek out feedback and to effectively use and provide feedback for improving personal interaction.

17f. Problem-Solving – Demonstrate the ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.)

17g. Professionalism – Demonstrate the ability to exhibit appropriate professional conduct and to represent the profession effectively.

17h. Responsibility – Demonstrate the ability to fulfill commitments and to be accountable for actions and outcomes.

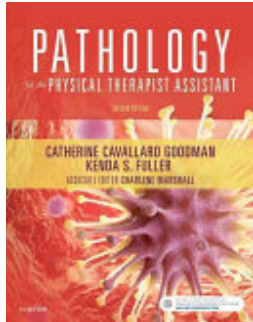
17i. Critical Thinking – Demonstrate the ability to question logically; to identify, generate, and evaluate elements of a logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.

17j. Stress Management – Demonstrate the ability to identify sources of stress and to develop effective coping behaviors.

18. Describe basic concepts related to the APTA Guide to Physical Therapist Practice.

18a. Integrate basic concepts presented in the APTA Guide to Physical Therapist Practice related to course content.

## Required Texts and/or Materials



### **Pathology for the Physical Therapist Assistant**

9780323395496

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Saunders

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## Required Technology and Software

- Canvas
- Chrome, Safari, or Firefox

## Technical Support

Technical support is available through the San Juan College Help Desk 24/7/365. The help desk can be reached at 505-566-3266 or by creating a ticket at [San Juan College Help Desk](#).

For tickets and password reset: [San Juan College Help Desk](#)

For Canvas support information: [Canvas Support](#)

## Accessibility/Privacy Policies for all Technology Tools Used

[Accessibility/Privacy Policies for all Technology Tools Used](#)

## Course Requirements

Students will do the following activities:

- Maintain professionalism & respect
- Check-in to the course regularly to ensure you are reading announcements, checking emails, etc.
- Complete all assignments (e.g., virtual lab skills, self-assessments, peer-assessments, synchronous meetings via zoom, assignments, exams, etc.) in accordance with the course schedule
- Critically analyze tasks offering realistic and constructive input
- Effectively communicate with classmates and instructors when questions arise
- Schedule meetings with the instructor, if requiring additional assistance
- Ensure that all technology is working for success in this course
- Contact tech support if problems arise with technology

## COVID Safe Practices for Being on Campus

Masks / cloth face coverings must be worn while on campus in accordance with the New Mexico public health order. If you feel that you cannot wear a mask due to health complications, please contact Disabilities Services:

[disabilityservices@sanjuancollege.edu](mailto:disabilityservices@sanjuancollege.edu) or call (505) 566-3271. Hand sanitizer stations are at all building entrances, please “wash in, wash out”--clean your hands when you enter and before you leave. Classrooms and labs have been arranged to allow for social distancing; please respect your classmates and instructors by staying 6 feet away from everyone. You will be expected to disinfect your table or area prior to class and after class, cleaning products will be provided for this purpose. Check with your instructor for specific policies for their course. Please do not congregate in hallways or common areas, instead utilize our beautiful outside spaces and weather to visit with your friends and colleagues from a safe distance.

If you have been in contact with anyone who has tested positive for COVID-19, has symptoms, or is waiting on test results, contact your instructor and DO NOT come to class. If you have tested positive, have symptoms or are waiting on test results, contact your instructor and DO NOT come to class. Your health care provider or the assigned contact tracer will let you know when it is safe for you to be around others.

## Student Support

**Student Services and Support**

The Student Support webpage provides information on counseling, tutoring, technical support, and many other support services available to San Juan College students.

[Student Support](#)

### **Academic Support**

Academic Support webpage provides information on academic advising, the library, Testing Center, and the honors program.

[Academic Support](#)

## Participation and Attendance Policy

### **ATTENDANCE POLICY**

This PTA Program Attendance Policy supplements the college's attendance policies found in the SJC Academic Catalog and SJC Student Handbook. Unless otherwise outlined in the course syllabus, this Attendance Policy applies to all classroom, lab, and clinical experiences. Since absenteeism negatively impacts a student's ability to learn, students are expected to attend the entire duration of all scheduled activities. Students may need to arrive early to be sufficiently prepared for the learning experience, especially during clinical rotations. Tardiness is considered an absence. An absence is defined as failing to attend part or all of a scheduled activity (e.g., arriving late to class, returning late after a break, taking an unscheduled break, leaving early, failing to show up). Unexcused absences may result in a grade penalty and/or dismissal from the PTA Program as outlined in the General Attendance Guidelines.

#### General Attendance Guidelines

1. For planned situations, the student is expected to discuss the reason for the requested absence with the instructor as soon as possible, but not later than 48 hours prior to the start of the time of the requested absence.
2. For unplanned situations, the student is expected to notify the instructor as soon as possible. Having a classmate inform the instructor in lieu of notifying the instructor directly is unacceptable.
3. The instructor of record retains the right to determine if any absence (planned or unplanned) is excused or unexcused. Failure to adhere to the Attendance Policy, failure to provide timely notification, and a pattern of absences may result in absences being counted as unexcused and/or the behavior being addressed with a Professional Development Plan.
4. For online or online hybrid classes, attendance is defined as logging into the course in Canvas and completing the required activities according to the outlined schedule.



5. Three (3) unexcused absences in a course will result in the student being dismissed from the course at the discretion of the PTA Program Director. For every unexcused absence, the instructor will attempt to contact the student with a verbal warning and will follow-up with a written warning.
6. For online or online hybrid classes, attendance is defined as logging into the course in Canvas and completing the required activities according to the outlined schedule.

## Other Classroom Policies and Expectations

### **LATE WORK**

Due dates for every assignment are provided on the course syllabus and course schedule (posted in Canvas). Unless otherwise stated, assignments are due according to the course schedule.

The PTA faculty recognize that sometimes “life happens.” In these instances, you may use your allotted 2 “flex.” These days allow you to submit an assignment(s) up to two days late without penalty. For example, you can use 2 flex days on one assignment that is two days late. Alternatively, you can use 1 flex day on one assignment that is one day late, and then 1 flex day towards another assignment. You do not need to provide the instructor with the reason: simply email the instructor how many of your flex days you would like to use. Flex days cannot be used for group assignments or assignments with a partner as it would impact the grade of another student. These “flex days” do not apply to exams or the peer-assessed portion of a virtual lab skill.

Once you have exhausted your 2 flex days, then late point deductions will occur for any assignment submitted after the deadline. A 10 point deduction will occur each day that passes beyond the due date and up to 72 hours (e.g. an 84 would be a 74 on day 1, a 64 on day 2, etc.). Assignments submitted more than 72 hours after the due date will not be accepted and you will receive a 0.

If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignments on time, please let the instructor know. The instructor will evaluate these instances on a case-by-case basis.

## Canvas Participation and Expectations

In order to be successful in this course, you are required to check in on a weekly basis. It is recommended to check in regularly throughout the week to keep up with continuous

communication and provide input in the general discussion board. There will be weekly announcements posted to the course. Read the announcements for specific requirements and additional information as it pertains to the modules that are covered for the week.

- Online communication expectations (“Netiquette”): (Please refer to SJC online services for further information)

## Instructor Response Time

Please feel free to contact me through Canvas email, phone, or visit me on-campus. I will make every effort to get back to you within 48 hours except weekends and holidays. Grades will be released to students upon successful completion and grading of all exams.

## Course Time Commitment

In order to be successful in this course, you will need to set aside a minimum of 8 hours per week.

## Grading

Final grades are calculated based on the following...

PTA Grading Scale:	
A	92 - 100%
B	84 - 91%
C	76 - 83%
D	68 - 75%
F	< 67%

### **GRADE BREAKDOWN**

1. The course grade is determined by a mix of formative and summative assessments (e.g., online discussion boards, assignments, quizzes, lecture exams, lab practicals) as specified in the Syllabus.

2. Students are expected to complete all assessments (e.g., online discussion boards, assignments, quizzes, lecture exams, lab practicals) as scheduled in the course syllabus. If an assessment is not completed as scheduled.
3. When determining the overall grade for courses with lecture and lab components, the lecture component is 65% and the lab component is 35%.

## Key Dates to Remember

[Full Academic Calendar](#)

## Course Schedule

Course Schedule to be added

## College Policies

The following information also applies to your work in this class. If you have special needs for campus emergency situations, please inform me immediately.

### 1. **Academic Accommodations - American with Disabilities Act (ADA)**

If you believe you need academic accommodations due to physical or learning disabilities, you are encouraged to inform them as soon as possible. The coordinator can work with you in verifying your disabilities and developing accommodation strategies. Please go to [Disability Services Office](#), click the button for "Request for Services" and complete all the steps.

You can also contact the college's disability coordinator in the Advising/Counseling Center at 566-3271 or [disabilityservices@sanjuancollege.edu](mailto:disabilityservices@sanjuancollege.edu). More information is available on the website listed above.

### 2. **The Family Educational Rights and Privacy Act (FERPA)**

Your personal information and grade are confidential. Aside from routine reporting to the college required for this course, I will not share such information with anyone unless I have your permission.

### 3. **Academic Honesty Rules**

San Juan College expects all students to adhere to the [Academic Honesty Rules](#) as posted online. These are the official guidelines for all classes at San Juan College (July 2006).

### 4. **Student Conduct Statement**

College is preparation for professional opportunities, and professional conduct is expected in courses, including online classes, as well as any written communications, and interactions with members of the college community. As part of our learning community, students are expected to interact and communicate in a mature, respectful, thoughtful, and supportive manner. Students who demonstrate disrespectful, hostile, belittling, bullying or other disruptive behavior will be subject to potential consequences and possible dismissal from the college. The college will take appropriate action when students demonstrate threatening behavior (to others or self). Students should refer to the Code of Conduct in the Student Handbook for additional information.

## 5. **Student Safety**

Keeping students safe is a priority, and part of that is ensuring that we have the ability to communicate emergency messages – whether for school closures due to weather or for more or urgent situations. Rave is San Juan College’s emergency messaging system. Through your SJC student email, you will automatically receive email messages, however, it is also vital that you receive text messages. In order to receive the messages, you must register in a simple process with [Rave](#). When registering, please make sure that your mobile status is “confirmed.”

The Department of Public Safety is available 24 hours per day. In an emergency, they can be accessed by calling 215-3091 or 566-3333.

In the event of an emergency, a Rave message will be sent, and depending on the situation, you will be instructed to do one of the following:

- Evacuate the building
- Shelter in place (Campus doors are locked, and operations continue as normal. During this situation, no one other than law enforcement is allowed in or out of the campus.)
- Lockdown (Campus doors are locked. All operations cease, and you should take cover in your immediate area. No one other than law enforcement is allowed in or out of the campus.)

## 6. **Non-Discrimination, Sexual Harassment, and Retaliation.**

San Juan College does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age, genetic, veteran’s status, or on the basis of any other category protected under federal, state and local laws. If you have experienced sexual harassment, sexual assault, or any other form of protected class discrimination, we encourage you to make a report. If you report to a faculty member, she/he/they are obligated by policy to share knowledge, notice, and/or reports of harassment, discrimination, and/or retaliation with the Title IX Coordinator. These disclosures include but are not limited to reports of sexual assault, dating/domestic violence, and stalking. You may also make a confidential report to a SJC Counselor. Please refer to San Juan College’s [Title IX](#) site for further details.

San Juan College's Title IX Coordinator is Stacey Allen, Assistant Director of Human Resources/Equity, Diversity, and Inclusion Officer. The office is located at the Educational Services Center Building, 2nd Floor, Human Resources, Room 4243 at (505) 566-3515 or [allens@sanjuancollege.edu](mailto:allens@sanjuancollege.edu).

## 7. **Drop for Non-Attendance and/or Non-Participation**

### **Class Attendance and Participation Expectation:**

Face-to-Face -- Students are expected to attend and participate in class regularly. Any student missing more than 10% of consecutive class time, (For example, in a regular 15-week class that meets twice a week, this equates to the student missing 3 consecutive classes) without consultation with the instructor may be considered as having abandoned the course.

On-line -- Students are expected to participate regularly and submit all course assignments, based on the course guide definition. A student who does not submit any assignments during a consecutive 10% of the course (1.5 weeks of a 15-week semester) without consulting the instructor, may be considered as having abandoned the course. Logging in does not meet the attendance standard.

Competency-Based Education Classes -- Students are expected to have regular and substantive interactions with their instructor and to actively work on course content. A student who has not submitted coursework, nor had substantive interactions with the instructor over a consecutive 10% of the term, without the instructor's prior approval, will be considered to have abandoned the competency progression. Last date of attendance will be recorded as the last date that coursework was submitted or that the student met with the instructor. For on-line learners, logging in does not meet the attendance standard.

## 8. **Failure to Meet Class Participation Expectation:**

Students who fail to meet participation expectations will have their last date of attendance recorded. This date will be used to recalculate any financial aid received/veteran's benefits received, and the student may be required to repay the institution/government. If the student does not drop the course, an 'X' grade will be recorded. An 'X' grade impacts the grade point average the same as an 'F'.

## 9. **Grading Policies**

**Incomplete: Incomplete Grade Assignment** ([Incomplete Grades Information](#))

The grade of I (Incomplete) is given for passing work that could not be completed during the semester because of circumstances beyond the student's control. Ordinarily, the assignment of an I is given by the course instructor at the time final grades are due

In no case is an I grade to be used to avoid assignment of D or F grades for marginal or failing work or to require a student to enroll in the class the next semester because work was not completed on time. Circumstances warranting the issuance of an I grade must be beyond the student's control and must be documented on the appropriate form prior to approval.

I grades can be removed only during the subsequent 16 weeks from the end of term, or within the time limit set by the instructor. Removal of an I is accomplished by completing the work in a manner acceptable to the instructor. Re-enrollment in the course under the repeat option does not remove the prior grade of I. Students should not re-enroll for the course. An I not made up within 16 weeks or within the time limit set by the instructor will change to an F grade thereafter and cannot be changed by work completion.

## 10. **Grade Appeals**

The policy for grade appeals is in the Academic Catalog. ([Grade Appeal Policy](#))

## Student Handbook

The Student Handbook provides information on Student support, student organizations, and San Juan College policies.

[Student Handbook](#)

## Program Handbook

Please see Canvas PTA Program Handbook