



N-4: Basic Pathophysiology

2nd Semester, AY 2022-2023

ACADEMIC INTEGRITY

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ACTIVITY: CREATING A PATHOPHYSIOLOGY DIAGRAM

BACKGROUND:

What is a pathophysiology diagram?

A pathophysiology diagram is a concept map of a disease condition. The visual representation of concepts is useful for us to understand the processes that occur with the presence of disease. It can also be called a schematic diagram or a flow chart.

What are the basic parts of a pathophysiology diagram?

1. **Shapes** – represent concepts or ideas. Rectangle is the most used. Others use ovals. You may use different kinds of shapes or colors to distinguish ideas or categories. Just include legends for each shape or color that you use.
2. **Arrows** – show the relationships between each concept or idea.
3. **Text** – used to identify or describe the concept or idea. The statements should be kept brief as much as possible to avoid a text-heavy diagram with less visual impact.

How to make a pathophysiology diagram?

1. Identify the **person's illness / disease**.
2. Identify the **etiology** of the illness.
 - a. Determine the **predisposing factors or the risk factors**. They may be classified as modifiable or non-modifiable.
 - b. Determine the **etiologic agents** or actual cause of the illness.
 - c. Determine the **precipitating factors** or the event which triggered the onset of the problem.
3. Place the predisposing factors at the top of the diagram with arrows directed to the precipitating factor/s. From these, place arrows to the disease.
4. Determine the physiologic changes that occur in the body in response to disease. Know the **pathogenesis** or how the disease process evolves. Using arrows, connect the sequence of cellular and tissue events that take place from time of initial contact with the etiologic agent until expression of disease.
5. Place the **clinical manifestations** or the expression of the disease at the bottom part of the diagram. These can be findings from the health history, physical examination, or from laboratory/diagnostic tests.

DURATION: 3 hours



INSTRUCTIONS:

GROUP:

1. Read the case scenario.
2. Discuss the case within your group. Identify the risk factors and predisposing factors to disease development. Trace the pathophysiologic changes that lead to the patient's signs and symptoms.
3. Create a pathophysiology diagram.
4. Submit the pathophysiology diagram (or link to the diagram if you're using diagrams.net) in the designated submission bin in the VLE. Save the document in pdf. Filename format: Group<number>_N4_<case>.
5. Assign a representative of the group who will submit the document in the VLE submission bin.
6. Using the diagram, discuss your patient's case in a 7-10-minute presentation. Schedule of the presentation will be announced. There will be a 5-minute Question and Answer portion after each presentation.

INDIVIDUAL:

1. Evaluate your group members using the peer evaluation sheet.
2. You may refer to the grading rubric below.
3. Encode your evaluation in the Google form that will be placed in the VLE.



GROUP SCORE – GRADING RUBRIC:

CRITERIA	EXCELLENT 8 to 10 points	SATISFACTORY 4 to 7 points	NEEDS IMPROVEMENT 0 to 3 points	Max Score	Actual Score
PRESENTATION					
Overall Delivery Organization Creativity Engaging	Presentation is clear, organized, interesting, creative, and easy to follow.	Presentation is fairly-organized, slightly engaging.	Presentation is unclear, unorganized, unengaging, confusing, and/or difficult to follow.	10	
Visual Aids Development Use Relevance	Excellent development and use of visual aids. Visual aids were relevant and enhanced learning. Consistent use of colors or geometric shapes as specified in the legend.	Adequate use of visual aid. Visual aid slightly enhanced the presentation. Fair development of visual aids. Inconsistent use of colors or geometric shapes as specified in the legend.	Poor visual aids, which did not contribute much to enhance/relate to the topic. Random use of colors or geometric shape. Not specified in the legend.	10	
CONTENT					
Etiology Predisposing Factors/ Risk Factors Precipitating Factors	Presentation thoroughly covers the concepts. Information presented is accurate and appropriately related.	Presentation fairly covers the concepts. Inaccurate or missing information is minimal.	Presentation is insufficient and/or has many inaccuracies.	20	
Pathophysiologic mechanisms	Presentation thoroughly covers the concepts. Information	Presentation fairly covers the concepts. Inaccurate or missing	Presentation is insufficient and/or has many inaccuracies.	20	



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	presented is accurate and appropriately related.	information is minimal.			
Clinical Manifestations	Presentation thoroughly covers the concepts. Information presented is accurate and appropriately related.	Presentation fairly covers the concepts. Inaccurate or missing information is minimal.	Presentation is insufficient and/or has many inaccuracies.	20	
Connection Mapping	Presentation shows accurate connection/ interrelationship of concepts. All connecting lines and arrows are applied correctly.	Presentation shows connection/ interrelationship of concepts. Few connecting lines and arrows are not applied correctly.	Presentation shows inaccurate connection between concepts or there are missing links. Many connecting lines and arrows are not applied correctly.	20	
TOTAL					



PEER EVALUATION

Student’s Name (Evaluator): _____ Group: _____

Write the name your groupmates in each column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

Evaluation Criteria	Member 1	Member 2	Member 3	Member 4	Member 5	Member 6
Attends group meetings regularly and arrives on time.						
Contributes meaningfully to group discussions.						
Completes group assignments on time.						
Prepares work in a quality manner.						
Demonstrates a cooperative and supportive attitude.						
Contributes significantly to the success of the group project.						
TOTAL:						

Feedback on team dynamics:

1. How effectively did your group work?
2. Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain.
3. What did you learn about working in a group from this project that you will carry into your next group experience?