



## **N-4: Basic Pathophysiology**

### 2<sup>nd</sup> Semester, AY 2023-2024

#### **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 that 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 laboratory/diagnostic tests.

**DURATION:** 3 hours



## INSTRUCTIONS:

### GROUP:

#### *Task 1:*

1. Read the case scenario assigned to your group.
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 *Discussion Forum* 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 *Discussion Forum* on **May 24, 2024, 5:00 PM**.
6. Using the diagram, discuss your patient's case in a 10 to 15-minute presentation on **May 28, 2024**. There will be a 10 to 15-minute Question and Answer portion after each presentation.

#### *Task 2:*

1. Read the case scenarios of the other three (3) groups, and access their pathophysiology diagrams via the VLE *Discussion Forum*.
2. Provide feedback by posting comments/suggestions or by asking questions related to the output of each of the group in the VLE *Discussion Forum*.
3. Each group **MUST** post their comments/suggestions/questions as a reply in the discussion forum **until May 27, 2024, 5:00 PM**. The group who created the pathophysiology diagram may opt to answer the question in the discussion forum or answer live during the 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 x1	SATISFACTORY x 0.6	NEEDS IMPROVEMENT x0.3	Max Score	Actual Score
<b>PRESENTATION</b>					
<b>Overall Delivery</b> 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.	5	
<b>Response to questions</b>	Provided substantial answers to all questions from the audience that reflect knowledge about the case presentation.	Provided answers to some questions only.	Was not able to provide suitable answers to questions.	10	
<b>Visual Aids</b> 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.	5	
<b>CONTENT</b>					
<b>Etiology</b> 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	
<b>Pathophysiologic mechanisms</b>	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.	30	



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<b>Clinical Manifestations</b>	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	
<b>Connection Mapping</b>	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.	5	
<b>Use of References</b>	References are current, relevant, and authoritative. Citations are consistently accurate and follow the required style guide perfectly.  The student demonstrates exceptional ability to select high-quality references and cites them flawlessly, showing a deep understanding of the subject matter.	References are mostly relevant and current, with few inaccuracies in citations. Minor deviations from the style guide are present.  The student provides a good selection of references with some minor errors in citation, indicating a solid grasp of the research process.	References are outdated or irrelevant, and citations contain multiple errors. There is a lack of adherence to the style guide.  The student struggles to identify appropriate references and has significant issues with citation accuracy, suggesting a need for further learning in research methodologies.	5	
<b>TOTAL</b>				<b>100</b>	



**PEER EVALUATION**

Student’s Name (Evaluator): \_\_\_\_\_ Group: \_\_\_\_\_

Write the name of 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?