Course Title: NUR300-001 Pathophysiology
4 Credits, Blended Course Format
Section 001: T, Th 8:00-9:50am
Section 002: T, Th 10:20-12:10pm
C100 Wonders Hall
Fall 2013

Catalog Course Description: How disrupting normal structures and functions of the human body leads to disease processes from the cellular to the multi-system level. Critical examination of the mechanisms underlying signs and symptoms.

Course Objectives: At the end of this course, students will:
1. Based on prerequisite knowledge of normal structure and functioning of the human body, identify and describe abnormal physiological disorders in the human population.
2. Explain how disease affects and is manifested in the interrelated systems of the human organism.
3. Explain the physiological basis for signs, symptoms, and diagnostic test results associated with disorders affecting the human organism.
4. Explain operative compensatory mechanisms in selected disorders.
5. Describe current biological theories regarding the causes, mechanisms, and signs and symptoms of selected disorders.
6. Recognize societal implications of and ethical issues involved with prevention, diagnosis, and treatment of given disorders.
7. Explain how a given preventive strategy or treatment might block, alter, or reverse the course of selected disorders affecting the human organism.
8. Describe the interactions between genetic and environmental factors in the development of a given disorder.

Additional Course Objectives: Think critically about the human body. Practice skills (such as analyzing cases, solving problems, using text-base resources, learning independently, negotiating successful group work, assessing peers, communicating professionally in F2F and online environments) that are used by health care professionals.

My NUR300 Course Goals:

My grade goal for NUR300 is __________

In addition to earning a grade, I plan to ______________________________________________________________________________________________________________________

Prerequisites: (ANTR 350) and (PSL 310 or PSL 250)

Co-requisites: None

Standards Documents: The curriculum is guided by the following documents:

COURSE FACULTY

Course Chair: Laura Freidhoff, MD
Email: freidhla@msu.edu
Office Phone: 517.432.8309
Office Location: A202 Life Sciences

Office Hours: I welcome questions before and after class! This is also the best opportunity to schedule appointments so we can both look at our calendars. Available by appointment before and after each section on my face-to-face days. For students with documented conflicts with these times and dates, additional arrangements can be made. Plan ahead and, if emailing, do so several days in advance with 3 available times. For all individual appointments with faculty, please bring your study tools and course materials. The Course Content Discussion Boards are another source for interaction with faculty. Please see Communication section in the syllabus.

Instructor: Jane Gudakunst, MD
Email: jgudakunst@gmail.com
Office Phone: 814.221.0677
Office Location: 315-D B Wing of West Fee

Office Hours: Available only by appointment. Plan ahead and, if emailing, do so several days in advance with 3 available times. For all individual appointments with faculty, please bring your study tools and course materials. The Course Content Discussion Boards are another source for interaction with faculty. Please see Communication section in the syllabus.

Frequently Called Telephone Numbers

ANGEL Help Line
1.800.500.1554 (24 hrs, 7 days/week)
517.355.2345 (24 hrs, 7 days/week)
www.angel.msu.edu (ANGEL Help link in upper right corner)
Always check with the ANGEL Help Line first!

• Simulation Lab, Life Sciences: 355-5765 (with answering machine)
• Media Lab, (Andy Greger) Life Sciences: 353-9020
• College of Nursing Student Support Services, A117 Life Sciences: 353-4827

INSTRUCTION

Methodology
This semester, NUR300 is a blended (ie. hybrid) course that requires students to “blend” independent, out-of-class learning with group, in-class (face-to-face or F2F) learning. The design is based on the success of the NUR300 online materials and on researched, small group learning strategies demonstrated in the SCALE-UP Project at NC State (http://scaleup.ncsu.edu/) and in the POGIL Project (http://pogil.org/). The course structure also uses “flipped” pedagogical strategies such that all F2F time with the instructors is spent not on content delivery but, rather, on application and problem solving – using the information that was acquired independently in preparation work. Students will interact with the professor and other students online, complete online quizzes, access lectures and other course materials online, work face-to-face (F2F) in Learning Groups, and take in-class exams. When working in a blended, flipped course, it is critical to stick to a regular schedule. Lectures are usually posted before the dates noted on the course calendar and you can work through the content ahead of schedule. However, the quizzes will only be open at specified times. Spacing out your work while not falling behind is particularly important for online lectures. Listening to 2 lectures back-to-back will make your eyes, ears, and brain too tired to learn effectively. Making your own master calendar, with specific times and dates scheduled to work on this course, will help you stay on track. I will NOT send out reminders every time an assessment is scheduled and I expect that each student takes responsibility to stay organized and to prepare for face-to-face sessions (ie. Learning Group Cases Sessions – LGCSs).

Required Text
**Recommended Texts**
(Study guide may also be published under the text authors Porth & Matfin.)

**American Nurses Association Electronic Books (E-books)**

*American Nurses Association (2010). Nursing Scope and Standards of Practice* <http://catalog.lib.msu.edu/record=b8270966%7ES39a%20> (2nd ed.). Silver Spring, MD


(*Note to Students: Access these e-books through the MSU Libraries Catalog or the Nursing E-book page: [http://libguides.lib.msu.edu/nursingebooks](http://libguides.lib.msu.edu/nursingebooks). These e-books allow unlimited concurrent users.)*

**Required Resources, References, Supplies**
This blended course uses the **ANGEL course management system**. [www.angel.msu.edu](http://www.angel.msu.edu) Lectures are only available online through ANGEL as narrated PowerPoint lectures (i.e. PowerPoint with voice-over). The Neurologic Disorders lecture is available as a movie and as an mp3 file. Most lectures are divided up into 2-3 parts to make the file sizes more manageable. See the Tech Tips folder under the Lessons Tab on ANGEL for extra help. The ANGEL course management system is also used for quizzes, handouts, announcements, student-student communication and student-professor communication. Quizzes and exams are scheduled as specified in the Course Calendar. If you have problems accessing any files on ANGEL, call the ANGEL Help Line: 1.800.500.1544 or 517.355.2345 (24/7!).

Students need reliable, high-speed access (cable or DSL) to the **ANGEL course management system**. See ANGEL Help for recommended browsers. Students also need the following programs: **RealPlayer** to view the Neurologic Disorders video, **Macromedia Flash (also called Flash Player)** to view the narrated PowerPoint lectures (see Tech Tips folder on ANGEL) and animations, and a recent version of **Adobe Reader** to download and access PDF documents. All programs have free, downloadable versions available online. If you are unsure about your current computer capabilities, try to open one of each kind of file from ANGEL. If you do not have the right programs, you will usually be prompted to install them when you try to open a file. If you have problems accessing any files on ANGEL, call the ANGEL Help Line: 1.800.500.1544 or 517.355.2345 (24/7!). They can answer any ANGEL-related questions including walking you through the appropriate installations.

Students need to purchase a **course pack** which includes the unit objectives and a student version of the PowerPoint slides printed 6 slides per page, double sided (usually less than $20). Please note that the text images in the PowerPoint lectures are referenced for the 7th edition of the text. Most images are in the 8th edition but the Figure and page numbers will be different than in the printed course pack.

Because of the technical language of pathophysiology, students need to use a **medical dictionary**. You are expected to look up words that you do not know. You can access a medical dictionary for no fee via the MSU Libraries Home Page. [http://er.lib.msu.edu](http://er.lib.msu.edu) (See: E-resources STAT!REF Taber’s Cyclopedia Medical Dictionary which also has an audio feature that lets you hear the proper pronunciation of terms.) This dictionary is endorsed by the CON BSN curriculum and is also available for purchase at many bookstores.

The most reliable place to purchase NUR texts and course pack locally is in the medical bookstore in Fee Hall basement. Or, students may order the texts and the course pack online through Spartan Bookstore. [www.spartanbook.com](http://www.spartanbook.com) Click on “textbooks” and enter “NUR 300” for your semester. The text and workbook prices are discounted slightly if purchased as a package rather than as separate pieces, but the package may not be available used.

**Additional course materials and handouts** will be posted on ANGEL throughout the semester.
NUR 300 Materials Check List

☐ ANGEL access (add the URL to your browser favorites) with cable or DSL connection
☐ ANGEL Help Line (add the phone # to your contact list)
☐ Porth Text (and optional Study Guide) – 8th editions
☐ Course Pack
☐ Medical Dictionary
☐ Real Player
☐ Flash Player
☐ Adobe Reader
☐ CON Technology Requirements - see ANGEL Tech Tips folder

All NUR300 students need to be in compliance.

If you have Office 2003, you need to download the Compatibility Pack:

EVALUATION

Students are responsible for checking the accuracy of grades posted in ANGEL (under Reports Tab) and for keeping printed records of each grade. As with all CON undergraduate courses, NUR 300 uses the standard College of Nursing grading scale.

Standard College of Nursing Grading Scale*

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94%</td>
<td>4.0</td>
</tr>
<tr>
<td>93.99-89%</td>
<td>3.5</td>
</tr>
<tr>
<td>88.99-84%</td>
<td>3.0</td>
</tr>
<tr>
<td>83.99-79%</td>
<td>2.5</td>
</tr>
<tr>
<td>78.99-75%</td>
<td>2.0</td>
</tr>
<tr>
<td>74.99-70%</td>
<td>1.5</td>
</tr>
<tr>
<td>69.99-65%</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;65%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*For specific information regarding grading related to student progression through the curriculum, please reference the “Progression through the Major Policies” section of the Baccalaureate Student Handbook (see syllabus, page 9).

Grade Breakdown

<table>
<thead>
<tr>
<th>ITEMS GRADED</th>
<th>FORMAT</th>
<th>WEIGHT (% OF COURSE GRADE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep Quizzes (11 of 13)</td>
<td>Online</td>
<td>1% each quiz (11% total)</td>
</tr>
<tr>
<td>4 Exams</td>
<td>F2F</td>
<td>11% each exam (44% total)</td>
</tr>
<tr>
<td>Learning Group Cases Sessions</td>
<td>F2F</td>
<td>1.5% each session (18% total*)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If a student is absent for a total of any 3 Learning Group Case Sessions, the student’s calculated course grade will decrease by one additional grade level (eg. 3.5 to 3.0).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Students’ LGCS total % (sum of group LGCS scores/total LGCS points possible) may be subject to adjustment based on peer assessment and faculty observations. Adjustments are made by awarding an individual a % of the LGCS total % (eg. 90% of the group’s 93.749% = .9 x 93.749% = individual LGCS of 84.374%). If a student does not complete a peer assessment, the student’s LGCS total % will be adjusted down.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>F2F</td>
<td>27% &amp; required</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students must score at least a 65% on the Final Exam to pass the course with a 2.0 or higher.</td>
</tr>
</tbody>
</table>
With weighted assessments, you cannot take the total points earned and divide by the sum of the points available. Weighting with % provides more flexibility to make decisions based on pedagogy and assessment. When writing an exam, instructors can include the types and balance of questions best suited to the assessment rather than needing to add, say, 3 more questions just to make it an even 50 points. When assessments are weighted differently, you need to find out what % you have earned so far in the course and divide it by the total % available. If you got a 90% on Exam 1, you have earned 90% of the 10% that the exam is “worth” and that 9% will go towards your course grade.

Here’s an example of a grade calculation:

\[(\text{quiz1}\% \times 0.01)+ (\text{LGCS 1}\% \times 0.015)+(\text{quiz2}\% \times 0.01)+(\text{LGCS 2}\% \times 0.015)+(\text{quiz3}\% \times 0.01)+(\text{LGCS 3}\% \times 0.015)+(\text{exam 1}\% \times 0.11)\]

Add all those up, divide by the total % that's been available so far (eg. 18.5% after 3 quizzes, 3 LGCS and 1 exam), and x100 to make it a %.

\[
\text{Say the sum from above} = 15.503\\
15.503/18.5\times100 = 83.8\% = 2.5
\]

That means you have earned 15.503% of the 18.5% that's been available to earn, or 83.8% of the total available at that time in the course. **If you have a question about your grade at any time in the course, please schedule an appointment with the course chair and bring your written out to the meeting.**

**Professionalism**

Please keep in mind that you are preparing for your future as a health care professional, and treat our virtual classroom space and F2F space as you would any other professional setting. This includes being mindful of your communication style, both verbal and written. If you have a question, chances are many other students have the same question and will be grateful if you ask it! Please use the discussion boards regularly for questions and be mindful of “netiquette”—basically, a set of social guidelines for cyber-interaction, the most important of which emphasize respecting the people behind the computers. *If you are feeling angry/frustrated/emotional while typing a communication, save the message and proof it later before sending/posting.* Please remember to follow the Discussion Board Guidelines discussed under the syllabus section on Communication.

Any online communication that is interpreted as being disrespectful, inappropriate, or inflammatory may be deleted from the course. The individual student will be asked to reword and repost the communication, and may lose the privilege of access to those online environments.

**Honors Option**

There are no H-options available for NUR300.

**COURSE, COLLEGE, AND UNIVERSITY POLICIES**

**Communication**

If you have questions about using ANGEL or experience any ANGEL-related problems including technology problems during a quiz call the ANGEL Help Line immediately: 1.800.500.1544 or 517.355.2345 (24/7!). You can also access ANGEL Help online from [www.angel.msu.edu](http://www.angel.msu.edu). If you have problems during a quiz, please email the course chair in addition to calling the ANGEL Help Line immediately and reviewing the quiz policies.

Questions about **content** and **course details** and **course assignments** should be posted on the appropriate ANGEL discussion board, **NOT emailed to instructors**. This helps minimize the number of times we have to e-respond to the same question and also enhances group learning.

Examples of appropriate **Content Discussion Board questions** are: “I understand that patients in diabetic ketoacidosis have a low pH due to…, but why do they have an increased respiratory rate? Does it have something to do with compensation? On page …of Porth, it states…” Examples of appropriate **Course Logistic Discussion Board questions** are: “Our team is confused about the requirements for this week’s assignment. We’re wondering if we need to…” or “I took the first quiz but don’t see my grade recorded under the Reports tab. Is anybody else having the same problem? I called the Help Line and they weren’t sure why this was happening.” and “Dr. Freidhoff said the answers for the DM worksheet would be posted, but I don’t see them in the Endocrine folder. Can somebody tell me where they are?” Questions will be answered
within about 24-48 hours, excluding weekends and holidays. I encourage student responses to student questions. Please use the discussion board as a dialogue space! Do not post questions about specific quiz or exam questions.

Guidelines for Content Discussion Board Posting: First, read the course text because you will most often be able to answer your own question. Students need to become comfortable using dense scientific resources in order to develop habits as lifelong learners. This should be reflected in your posted question. If the posting guidelines are not followed, the student will be asked to re-word the post.

To get the most targeted, focused response to your content discussion board questions and to make it easy to go back and review old posts, please include:
1. the unit and objective # in the subject, if the question is based on an objective (e.g. CV I obj #6)
2. your understanding (e.g. I understand that an atherosclerotic plaque can break open and cause a thrombus to form which blocks blood flow.)
3. your question and what you found in the text that helps you think about your question (e.g. How does this relate to the sequela? I’m confused by…in Porth on page…I’m thinking that if…)
4. a new post for each question; don’t ask multiple questions in one post
5. please post on the appropriate board (eg. course content discussion board, not course logistics)

Examples of inappropriate posts for the Content Discussion Boards are: “I don’t get how sickle cell disease causes hemolysis and I can’t find it in the book.” and “What does objective 5 mean?” and “Does anybody know what the professor is looking for in objective 23” and “I can’t figure out SIADH – help!” and “Where do we find out information about the final exam?”

Students are most often asked to re-word their posts because either they fail to provide their current understanding and/or they fail to discuss the section in the course text that they are using to try to answer their question (and/or they post Logistics questions on the Content boards). The first two components are essential because they demonstrate the student’s thought process and “brain work”. My role as an instructor is not to demonstrate how much I know but, rather, use what I know to help students develop their own thinking and learning skills to carry into clinical practice. After all, when a course ends, you take your brain with you, not the professor’s!

Each content discussion board will close at the same time an exam is scheduled to start. These boards will be reopened near the end of the semester for review as read-only.

Please contact the course chair via email with questions about other course issues that are personal. An example of appropriate email questions are: “I have a family tragedy and I just don’t know if I can finish the course. How do I get an incomplete and finish the course later?” or “I added the course late and am wondering how I get assigned to a Learning Group,” or “I’m not achieving my course goal of … Here’s what I’ve been doing to study and prepare…Here are the 3 times I’m available to meet.” or “I’m really confused about negative feedback loops. Could we schedule a time to meet before Section 1? I’m also available…” If scheduling an appointment, please include 3 times you are available to meet, how much time you anticipate needing, and how you would like to meet so we do not bounce 5 emails to schedule one appointment. It’s usually easiest to talk directly with professors before/after class to schedule appointments.

Please keep in mind that servers may be slow and email messages might not be received immediately. If the instructor does not respond within 24-48 hours, please resend your message! Email will be answered within about 24-48 hours of when they are received, excluding weekends and holidays. Voice mail is NOT a reliable source of communication.

Course Announcements will be posted on ANGEL throughout the semester, NOT sent via email. It is the students’ responsibility to regularly check ANGEL for announcements and updates. This eliminates communication problems with different email systems and ensures the communication is posted in one location that is available to and verifiable by all.

Learning Group Cases Sessions
On time attendance at all scheduled class sessions for Learning Group Cases is required as is individual, out-of-class preparation for these sessions. If you will be late to or absent from an LGCS, please contact the course chair, the faculty teaching the LGCS, and your group members. Students are assigned to Learning Groups at the end of the first week after open enrollment closes. Coming to class late and/or leaving class early may count as absences at the instructor’s discretion and may be reflected in the individual student’s grade. Prior to in-class Learning Group Cases Sessions, students are responsible for working through unit objectives and online lectures/animations, and for taking an online quiz (ie. preparation quiz) which closes before class begins. Student must bring written responses to the unit objectives to demonstrate
preparedness and to have those as tools to use during the small group case analyses. In-class time is spent in Learning Groups with students in specific roles (moderator, reporter, scribe, researcher). Each Learning Group works through cases which require them to solve problems, justify their thinking based on normal anatomy and physiology, and use content from their out-of-class preparation to write an analysis. LGCS time is divided up among 2-4 cases, which includes time for open class discussion after each case. Each student is required to bring all of his/her course materials, including the course textbook and completed unit objectives, to each Learning Group Cases Session. Dividing up course materials is unacceptable because each student needs access to and practice using learning resources.

Each student in the group is accountable for the work turned in and receives the same grade for the case analyses (ie. each member earns the same grade for the group’s Learning Group Cases Session when present and on time). Whenever written work is handed in, students are at risk of plagiarizing. Students are expected to read the information on ANGEL in the Course Info folder related to plagiarism and academic dishonesty. The response of “I didn’t know that what I was doing was plagiarism” will not be accepted; work containing plagiarism, whether intentional or unintentional, earns a grade penalty. Penalties for plagiarism range from a 0.0 on the plagiarized assignment to a 0.0 in the course. Additional information is also found in the syllabus under CON Handbook and MSU Resources, and under Academic Integrity.

As stated in the table above (Grade Breakdown), a student’s LGCS total % (sum of group LGCS scores/total LGCS points possible) at the end of the course may be adjusted based on peer assessment and faculty observations. Peer assessments will be completed using the online peer rating tool SPARKPLUS. NUR300 helps students develop skill sets that they will use in their professional futures. This skill set includes working collaboratively with peers and assessing peers. Peer Assessment 1, completed before midterm, is formative; it provides students with information that they can use to change their behavior and to augment the group process. As long as a student completes the assessments on time, Peer Assessment 1 will not impact grades. Peer Assessment 2, completed at the end of the semester, is summative; it provides the instructors with information that may be used to adjust a student’s LGCS total % up or down. Adjustments are made by awarding an individual a % of the LGCS total %. An example of a potential down adjustment would be earning 90% of the group’s LGCS total of 93.749% (.9 x 93.749% = individual LGCS of 84.374%). Completing all peer assessments is required and incomplete assessments leave the student’s course grade subject to penalty. (See Course Calendar for Peer Assessment due dates.)

Please bring concerns about group dynamic to the course chair early in the semester. Students who violate the Learning Group Contracts (to be amended and signed in class) can be kicked out of the Learning Group by the other members’ unanimous vote after group counsel with the course chair. That student will work alone on the Learning Group Cases for the remainder of the semester, forfeits the benefit of working with other students, and earns an LGCS % down adjustment. Students may not voluntarily leave an assigned Learning Group. If a student is absent for a Learning Group Cases Session (tardiness or leaving early may count as absences), that student will receive a 0 for the session’s graded work. If a student is absent for a total of any 3 Learning Group Cases Sessions, the student’s calculated course grade will decrease by one additional grade level (eg. 3.5 to 3.0) in addition to not earning the credit for the missed cases.

**Summary of individual student responsibilities for each Learning Group Cases Session:**
- work through the online lectures/animations before LGCS
- respond to the unit objectives and bring written objective work to LGCS
- read appropriate portions in the text for further understanding before LGCS
- take the Preparation Quiz before LGCS
- bring course materials including the text (researcher needs to bring a medical dictionary)
- uphold the Learning Group Contract

**Preparation Quizzes**
Preparation quizzes provide a means of accountability and help students assess their understanding of content prior to the F2F Learning Group Cases Sessions. Students are expected to take all prep quizzes online as scheduled after completing the unit objectives. They can be found during their open times in the Quizzes folder under the Lessons Tab. (Please see Course Calendar for open dates and times.) Students have *one login and a preset amount of time* to take each assessment. Details on the quiz settings (eg. time to complete each, # of questions) will be posted in the Quiz folder before you click to begin the assessment. Since the lowest 2 quiz scores are dropped, students may NOT make up a quiz for any reason. If a student is unable to take an online assessment for any reason (including but not limited to technology problems/errors, family emergency, illness, travel) the missed quiz will count as a dropped score. If more than two quizzes are missed, a student will be given a score of zero for each additional missed quiz. Students are strongly urged to plan ahead and to take all online assessments regardless of current circumstances. Students should take all assessments on a secure, high-speed web connection not in the student’s residence to avoid technology problems and to have an independent 3rd party present. If an assessment is disrupted due to campus-wide
ANGEL or server problems, the open time will be extended. Please see Communications above for what to do in the event of ANGEL problems during an online quiz.

Think of the prep quizzes as learning tools, not just as assessment tools. Though time is limited and you need to be individually prepared before opening a quiz, you are encouraged to work together and to use notes and the text. The prep quizzes will help you gauge your understanding of content and reflect on whether you are adequately preparing for the Learning Group Cases Sessions.

Each prep quiz covers the units that will be discussed in the Learning Group Cases on the day the quiz closes (eg. Prep Quiz 3 covers WBC Disorders and Inflammation & Healing). **Prep Quizzes are closed which means that they will not be reopened for student view after they have been submitted.**

### Exams (excluding Final Exam)

Students are expected to take all exams F2F as scheduled during class sessions. Students must attend the section in which they are enrolled. (Please see Course Calendar for exam dates and times.) Students must show current MSU Student ID to be admitted to the testing room. **Failure to show current MSU Student ID may result in a 0.0 on the exam.** Additional exam policies and procedures are posted on ANGEL in the Course Info folder. All exams are closed book, closed notes. Students need to arrive sufficiently early to allow for check in. Any student NOT checked in by the start time will need to wait until exams are passed out. Students arriving late will have the remaining time to complete the exam. A student may only make up an exam for a University approved absence (eg. varsity athletic competition) or for emergent, extreme, extenuating circumstances as interpreted by the course chair (including but not limited to family emergency or illness), and the student must provide supporting documentation for the reason of absence. The course chair must be contacted before the start of the exam. The makeup exam session falls near the end of the semester (see Course Calendar). The makeup exam will cover the same content as the missed exam but the format may differ (eg. fill in, short answer, essay). If a student is absent from the makeup exam session for any reason, the weight of the missed exam will be added to the student’s final exam (eg. one missed exam not taken at the makeup exam session will weight the student’s final exam by 38%). If more than one exam is missed, a student will be given a score of zero for each additional missed exam. Students are strongly urged to take all exams regardless of current circumstances. Any breach of course, college or university policy may result in an exam and/or course grade penalty resulting in a grade of up to a 0.0. All exams are closed. This means that any student wishing to view an exam after taking it needs to attend the exam debrief (before or after the F2F session that follows an exam – see Course Calendar). Only students who took the exam can attend the exam debrief. If you plan to attend the exam debrief after class, you need to print out and bring your feedback email from the scoring office that indicates the correct answers and which questions you missed. Electronic devices including laptops and cell phones are not permitted so the feedback form must be a hard copy. Exam debriefs are a viewing and discussion opportunity, not a note-taking opportunity. No electronic devices or writing utensils are permitted. Exam debrief policies will be posted on ANGEL and explained at each debrief. If a student is unable to attend an exam debrief, there will be open office hours at the end of the semester to debrief exams. Open office hours schedule will be posted sometime in the last weeks of the semester.

### Final Exam

All students are required to sit for the Final Exam as scheduled to pass the course. **Students must score at least a 65% on the Final Exam to pass the course with a 2.0 or higher.** NUR300 has a common Final Exam schedule for both sections which means that our final exam time is not scheduled based on when sections meet. Scroll down to the bottom of the Registrar’s final exam table to see the schedule for Common Final Exams. Students must show current MSU Student ID to be admitted to the testing room. **Failure to show current MSU Student ID may result in a 0.0 on the Final.** Students need to arrive sufficiently early to allow for check in. Any student not checked in by the start time will need to wait until exams are passed out. Students arriving late will have the remaining time to complete the exam. All exam policies apply to the final exam.

According to University policy, the only students able to schedule an alternative final are those who have 3 finals scheduled on the same day (NUR300 and two others), or 2 finals with overlapping times—both very rare circumstances. Students must supply documentation by the date indicated on the course calendar. Documentation includes: syllabus from the conflicting course, course schedule from StuInfo, and dates/times of all other final exams. Students with documented, University approved conflicts will take the NUR300 final on an alternative date and time determined by the Course Chair.
The Final Exam is cumulative, and the best way to prepare for a cumulative final is to stay focused and on-task throughout the semester. Look for connections among body systems and put full effort into group/team exercises. Prepare diligently for each quiz and exam. *As you create your study tools, you may want to label them with the corresponding unit and objective # (eg. RBCs review Obj 3).* The Final Exam is closed book, closed notes.

**CON Handbook and MSU Resources**
The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON BSN Student Handbook: [http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm](http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm)
- Information for MSU Students: [http://www.msu.edu/current/index.html](http://www.msu.edu/current/index.html)
- Academic Programs: [http://www.reg.msu.edu/AcademicPrograms](http://www.reg.msu.edu/AcademicPrograms)
- Code of Teaching Responsibility and Student Assessments and Final Grades: [http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=514](http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=514)
- Integrity of Scholarship and Grades: [http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534](http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534)

**Academic integrity**
Whenever written work is handed in, students are at risk of plagiarizing. Students are expected to read the information on ANGEL in the Course Info folder related to plagiarism and academic dishonesty. The response of “I didn't know that what I was doing was plagiarism” will not be accepted; work containing plagiarism, whether intentional or unintentional, earns a grade penalty. Penalties for plagiarism range from a 0.0 on the plagiarized assignment to a 0.0 in the course.

Article 2.3.3 of the *Academic Freedom Report* states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide [http://slife.studentlife.msu.edu/](http://slife.studentlife.msu.edu/) and/or the MSU Web site: [www.msu.edu](http://www.msu.edu)). Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the [www.allmsu.com](http://www.allmsu.com) to complete any course work in the College of Nursing. Students who violate MSU rules may receive a penalty grade, including—but not limited to—a failing grade on the assignment or in the course. Contact your course chair if you are unsure about the appropriateness of your course work. (See also [https://www.msu.edu/unit/ombud/academic-integrity/index.html#regulations](https://www.msu.edu/unit/ombud/academic-integrity/index.html#regulations))

**Accommodations for students with disabilities**
Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit [MyProfile.rcpd.msu.edu](http://www.rcpd.msu.edu). Exam accommodations need to be made at least 2 weeks in advance of the scheduled exam.

**Disruptive behavior**
Disruptive in-class behavior, as interpreted by the instructor or by other students, will not be tolerated. This includes but is not limited to: coming to class late or leaving class early, talking about non-case related topics, using a cell phone or other electronic communication for non-course use, working crossword puzzles, etc. Disruptive students will definitely be called out and may be asked to leave the classroom. Leaving the classroom will count as an absence. If you have a question during open discussion, please raise your hand and ask rather than chat with a nearby student so we can all benefit from your curiosity! Unless you are using your phone or computer for NUR300 course work, your phone should be turned off and put away.
Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . . ) such that the function or service is obstructed or disrupted." Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Attendance
This semester, NUR300 is a blended (ie. hybrid) course that requires students to “blend” independent, out-of-class learning with group, in-class (face-to-face or F2F) learning. On time attendance at all scheduled class sessions for Learning Group Cases is required as is individual, out-of-class preparation for these sessions. If you will be late to or absent from an LGCS, please contact the course chair, the faculty teaching the LGCS, and your group members. Students must attend the section in which they are enrolled and work in the Learning Group to which they are assigned. Coming to class late and/or leaving class early may count as absences at the instructor’s discretion and may be reflected in the individual student’s grade. Please see syllabus section Policies: Learning Group Cases Sessions for more information.

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. See the Ombudsman’s web site for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean’s drop for students who fail to attend class sessions at the beginning of the semester. [https://www.msu.edu/~ombud/classroom-policies/index.html#attendance](https://www.msu.edu/~ombud/classroom-policies/index.html#attendance)

FOR ADDITIONAL HELP
Students who are either failing (i.e. <2.0) or who are not performing to their personal expectations at any time during the semester should seek help from one or more of the following sources:

- Dr. Freidhoff or Dr. Gudakunst
- CON Office of Student Support Services. 1.800.605.6424 or 517.353.4827
- Fellow classmates
- Jessica DeForest, MSU Learning Resources Center 202 E. Bessey 517.355.2363. Jessica is particularly good at helping students with study skills and with test taking skills! MSU’s Learning Resource Center may have other options available as well. Please let Dr. Freidhoff know if you are meeting with Jessica DeForest or using other help from the LRC.
- Pathophysiology Tutor: There are no course- or College-sponsored tutors for NUR300, but there is a tutor list on ANGEL to use at your discretion. You negotiate with the tutor for dates/times/compensation. Group sessions may be an option as well. Please let Dr. Freidhoff know if you are meeting with a tutor.

COURSE CALENDAR

Please see the following page.
# NUR 300: PATHOPHYSIOLOGY – BLENDED COURSE FORMAT
## COURSE CALENDAR
### FALL SEMESTER 2013

(underline print in color or view online)

<table>
<thead>
<tr>
<th>WEEK # &amp; DAY</th>
<th>DATE</th>
<th>TOPICS (Units, Quiz, Exam)</th>
<th>WORKBOOK (ie. STUDY GUIDE) ASSIGNMENTS &amp; PROFESSOR FOR LG CASE SESSION</th>
</tr>
</thead>
</table>
| 1 Thursday   | Aug 29 | In Class Orientation & Pretest  
- Attendance is critical because you take an entry Pretest.  
- Also:  
  - become adept at navigating ANGEL & accessing files  
  - work through About Plagiarism on ANGEL  
  - carefully read the syllabus  
  - take the practice quiz  
  - put all your spring activities—including info from this course—on one master calendar  | Students are expected to have worked through the online lectures and the unit objectives before coming to class. Each Learning Group Case reflects multiple objectives. Each quiz and exam item can be traced back to at least one objective.  
Students are not required to do the workbook items listed in this column before coming to class. Though the workbook does not comprehensively reflect the unit content, the questions and exercises serve as learning checks that many students find helpful. The workbook is not graded. |

| 1 9/4: last day for open add | Out of class prep for next week:  
Look up your Learning Group # on ANGEL once posted!  
Cellular Adaptation (There will not be discrete cases for this unit but the content will be used in all other units throughout the semester.)  
Neoplasia  
Hematopoiesis & Hemostasis  
Prep Quiz 1  
Opens: Fri, Aug 30, 7am  
Closes: Tues, Sept 3, 7am  
See Syllabus: Course Policies: Preparation Quizzes | Ch5: A (omit 2 19 20); B; C 1 2 4 5 7; D 6; F 2 11  
Ch8: A 1-3 7 9-11 16 17 19 22 24 25; B; C1 (omit 3); C2 1 3 6 10, D; E 1 2 4 5 8 10; G 1-3 11-13  
Ch12: A 1 3 4 14 15; C 3-5 7 10; D; E 1; G 4 12 (only purpose of fibrinogen)  
Ch13: A 1 2 6-10 13-16 20 22; B2; C (omit 6); D; E 1-5 (4 has more detail in the answer than expected for NUR300 – note the antibody production); G 1 2 7 10-12 14 15 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Tuesday</th>
<th>Learning Group Cases Session 1: Neoplasia Hematopoiesis &amp; Hemostasis</th>
<th>Freidhoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>September 3</td>
<td>Please check ANGEL for your Learning Group # before coming to our first LGCS. Posted by Monday evening, Sept 2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Out of class prep for next week: RBC Disorders</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Prep Quiz 2</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Opens: Fri, Sept 6, 7am</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Closes: Tues, Sept 10, 7am</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>See Syllabus: Course Policies: Preparation Quizzes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch12: A 6; E 2; G 2 13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch14: A (omit 6 14 20 22 23); B (caption should read “…recycled or the bilirubin as it is conjugated…”); C (omit 2 6); D (omit 3 6); F 1 3-7 8 10 12 13 (key is wrong: 1-a, 2-b, 3-c) 14</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>September 10</td>
<td>Learning Group Cases Session 2: RBC Disorders</td>
<td>Freidhoff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Out of class prep for next week: WBC Disorders</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Prep Quiz 3</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Opens: Fri, Sept 13, 7am</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Closes: Tues, Sept 17, 7am</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>See Syllabus: Course Policies: Preparation Quizzes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch15: A 2 3 5-8 11-13 16-18 20-22 24 25 28; B (omit 3 7 10); C 1 2 4-6 (focus on cell type differences and s/sx similarities) 8; D 1; E 1 4 5 8 9 14 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch18: A 1-6 8 11 15 17 25 28-30; C 2-5; E 1 2; G 1 3 9 (answer is more detailed than expected for NUR300) 10</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>September 17</td>
<td>Learning Group Cases Session 3: WBC Disorders</td>
<td>Gudakunst</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Out of class prep for next week: Inflammation &amp; Healing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Prep Quiz 4</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Opens: Fri, Sept 20, 7am</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Closes: Tues, Sept 24, 7am</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>See Syllabus: Course Policies: Preparation Quizzes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch49: A 6 14-16 24-27; B; D 1 3 (answer is detailed but serves as a good example of how we use knowledge of nml neuroanatomy and the physical exam to test neurological function) 5; F 1 (4-6) 2 (6); 7-9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch12: G 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch17: A 1-8 11 12 16 20-23 25 26; C 2 (omit 1 3 8); D 1 3 5 (don’t worry about type I vs II) 6; F 3 7 9-11 12 (1 3); 14 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch19: A 1-5 8 11-13 33 35-37; E 2; G 1 6 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch20: 1 2 (part of answer missing = CD4+ helper) 3-5 9-11; C; D 1-3 5 (new research done in Africa suggests an exception to breastfeeding – discussed in class)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F 1 3 4 7 12 (new research done in Africa suggests an exception to breastfeeding – discussed in class)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch24: G15</td>
<td></td>
</tr>
</tbody>
</table>

**9/23: last day to drop & get a tuition refund!**
| 5 | Tuesday | September 24 | Learning Group Cases Session 4: **Peer Assessment Orientation**  
Pain  
Immune Disorders  
(Exam debrief following class – see syllabus for details.) | Freidhoff  
Ch21 (normal CV phys & anatomy chapter that applies to CV I-III): A1-8 10 12 15 18-24 29 30 32 36 37; B; C; D 1 3-5 (not all parts of the answer are covered in NUR300); F 8-10  
Ch22: 1-6 8 12 14-16 (answer could also be “atherosclerosis”) 20-23 28 31 32 34 36; B; D 4 6; G 4 6  
Ch61: A 29; B 2 (5); E 12 (all on pressure ulcers)  
Ch23: A 1 4-6 8-10 12 15-17 19 20 22 24 25; B; C 2-5 7 9; D (also challenge yourself to include the organs/glands involved); E 1 3; F (the entire question is a bit too clinically advanced but much is relevant to NUR300 and pushes you to think critically and apply NUR300 content to a very common problem); G 8 (answer “a.” should read “decreased baroreceptor sensitivity) 10  
Ch24: A 1 7-9 12-14 18 25 26 37; C 1 (1 3 7 8); D 1 (omit Variant angina & Q-wave AMI); E 2-6; F 1; G 4 7 8 |
|---|---|---|---|---|
| 5 | Out of class prep for next week:  
Cardiovascular Disorders I | | |
| 6 | Tuesday | October 1 | Learning Group Cases Session 5:  
Cardiovascular Disorders I  
Cardiovascular Disorders II  
**Peer Assessment 1 opens at 7pm** | Freidhoff  
**Prep Quiz 5**  
Opens: Fri, Sept 27, 7am  
Closes: Tues, Oct 1, 7am  
See Syllabus: Course Policies: Preparation Quizzes  
*(Normal phys & anatomy review chapter is listed with CV I)*  
Ch26: A 3-13 15-22 24 26-29 34-37; B 1 (109) 2 (4, 6-8) 3 (omit 2); C; D (omit 1; for 5 also distinguish right- from left-sided symptoms); F 3 (error in answer, e is not correct)  
*(Content is mixed between Resp I and II. Study guide questions for both are listed here.)*  
Ch26: B 2 (1-3) on s/sx and results of pulmonary disease or injury  
Ch27: A 1-3 5 10 11 13-17 19 20 (“each resting breath”) 23 26 28-30 36 37; B; C 1-3 5-7; D; E (omit 4); G 5 7 9  
Ch28: A 12 14 15; C 2 7 (review from Neoplasia) 8; E 4 5 (answer is more detailed than expected for NUR300 but basics are highly relevant) 10 (answer indicates that type II pneumocytes begin to mature at 25-28 weeks gestation but we emphasized that it wasn’t until about 36 weeks gestation that sufficient surfactant is made to support independent respiration); G 6 (hint: relates to immune dysfunction)  
Ch29: A 1-5 7-13 15-17 19 26-29; C 1 (1 3 6 8 9 – answer listed for emphysema is wrong) 2; E 1 7 (hint: consider why the lungs become stiff, wet, and collapsed)  
Ch30: A 1-5 7-13 15-17 19 26-29; C 1 (1 3 6 8 9 – answer listed for emphysema is wrong) 2; E 1 7 (hint: consider why the lungs become stiff, wet, and collapsed) |
| 7 | Tuesday | October 8 | **Learning Group Cases Session 6: Cardiovascular Disorders III**  
**Respiratory Disorders I**  
**Peer Assessment 1 closes at 7pm** | Gudakunst  
*Content is mixed between Resp I and II. As above, study guide questions for both are listed here.*  
Ch26: B 2 (1-3) on s/sx and results of pulmonary disease or injury  
Ch27: A 1-3 5 10 11 13-17 19 20 ("each resting breath") 23 26 28-30 36 37; B; C 1-3 5-7; D; E (omit 4); G 5 7 9  
Ch28: A 12 14 15; C 2 7 (review from Neoplasia) 8; E 4 5 (answer is more detailed than expected for NUR300 but basics are highly relevant) 10 (answer indicates that type II pneumocytes *begin* to mature at 25-28 weeks gestation but we emphasized that it wasn’t until about 36 weeks gestation that sufficient surfactant is made to support independent respiration); G 6 (hint: relates to immune dysfunction)  
Ch29: A 1-5 7-13 15-17 19 26-29; C 1 (1 3 6 8 9 – answer listed for emphysema is wrong) 2; E 1 7 (hint: consider why the lungs become stiff, wet, and collapsed with increased pulmonary vascular pressures); G 2 6 14 |
| 7 | Tuesday | October 15 | **Learning Group Cases Session 7: Respiratory Disorders II**  
**October 16th is the last day to drop this course & not have a grade reported.** (Online by 8pm.) **Call Office of Registrar for details 517.355.3300** | Freidhoff  
See Syllabus: Course Policies: Exams. **Documentation due for final exam conflicts. See syllabus: Course Policies.** |
| 9 | Tuesday | October 22 | **Exam 2**  
*Also, see Final Exam note below.* | See Syllabus: Course Policies: Exams.  
Ch12: G 12 (only purpose of albumin)  
Ch21: A 35 (on fluid pressures)  
Ch30: C (and add glands/organs involved); D 3 6  
Ch31: A (omit 4 9 10 16 20 23 30 31 43-45); B; C 1 (omit 6 8) 2 (omit 8 9); D; E (omit 5 7); G 1 3 7 8 Ch30: A 24  
Ch32: A1-3 12 15-21 24-29 31; C 2 7 8 9; D 3-7; E (anion gap should be ordered, too – be able to explain why); F 2 3 5 7 8 10 (imprecise wording of the question; remember that respiratory rate does not necessarily determine ventilation – see Resp I Ventilation vs the “Pneas” from lecture). |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 29</td>
<td>Tuesday</td>
<td>Learning Group Cases Session 8: Fluids &amp; Electrolytes Acid-Base Disorders (exam debrief following class)</td>
<td>Freidhoff</td>
<td>Preparation Quizzes</td>
<td></td>
</tr>
<tr>
<td>November 5</td>
<td>Tuesday</td>
<td>Learning Group Cases Session 9: Urinary &amp; Renal Disorders</td>
<td>Freidhoff</td>
<td>Prep Quiz 9</td>
<td></td>
</tr>
<tr>
<td>November 5</td>
<td>Tuesday</td>
<td>Learning Group Cases Session 9: Urinary &amp; Renal Disorders</td>
<td>Freidhoff</td>
<td>Prep Quiz 9</td>
<td></td>
</tr>
</tbody>
</table>

Ch14: F 9 (on renal failure and anemia)
Ch30: A 1 3 6-9 11 14 16 19-22 25-27 29 30; B 5; C (and add organs/glands involved); D 5; F 6 9
Ch33: A 10 17-20 22 23 36; B; C 3 6 8 9; E 1 (focus on connection between stasis and infection) 3 4 8; G 3 5 6 9
Ch34: A (omit 11 15 18 19); B 2-9; D 1 4 (also relates to course concepts of compensation and organ reserve) 5-7; F 1-4
Ch35: A 1 3 4 13 14; C 1 2 5 (we do not cover specific disorders from this chapter but these few study guide questions help you practice some renal vocab and basic concepts that you should know)
Ch48: A 1 3 4 8 10-14 23-27 38 41 43 44; B 1 (omit 1A neuron) 2 (omit midbrain, ventricles); C 1 (2-4 8-10) 2 (1 3-5); D 2; F 2 9 10
Ch50: A 5 7 11 13 15 16 19 (we used a similar word that means the same thing – see course notes) 28-36; C 1 2 (omit 3 5 9); E 1 4 8-10; G 1 2 12
Ch51: A 14 15 19-24 26-30 (28 is missing commas “…is affected, by the…vessel, and by…”); B (and name the vessels and areas involved with each); F 1 (might want to head back to CV I for atherosclerosis risk factors!)
Ch36: A 1 3-6 (wrong answer in answer key – see text Fig 36-14, 38-1 and course notes) 7 9 15-18 25 27-29 32-34; B 1 (know major layers – mucosa, submucosa, muscularis, serosa – not the minor subdivisions – mesothelium, connective tissue); D 1 (also remember segments primarily responsible for fat absorption and fluid regulation); F 1-3
Ch37: A 1 5 7 10 12 16-18 23-26 28 30 31 33 35-37 40 41 43; B 1 (4 6 9) 2 (1 4 6 7); C 1 3 6; E 11 (Please correct the question to read: “Diverticulosis is the…Diverticulosis is often asymptomatic. When symptoms occur in diverticulitis, what is the patient’s most common complaint?”)
Ch14: F 2 (on bilirubin)
Ch24: A 24 (on alcohol metabolism)
Ch38: A 1-5 8 (& glycogen); 12 13 19 25-28 31 33 36-39; B; C 1 (2 3 5 7-9); D 1 2 (don’t just copy from the text – test your brain!); E 1 3 4 6-9 (focus on normal anatomy, portal HTN & fluid pressures) 10 (& connect to portal HTN and
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Nov 12</td>
<td><strong>Learning Group Cases Session 10:</strong> Gastrointestinal Disorders I</td>
<td>Gelandkunst</td>
</tr>
<tr>
<td>12 Nov 14</td>
<td><strong>Exam 3</strong></td>
<td>See Syllabus: Course Policies: Exams.</td>
</tr>
<tr>
<td>19 Nov 19</td>
<td><strong>Learning Group Cases Session 11:</strong> Diabetes</td>
<td>Freidhoff</td>
</tr>
<tr>
<td></td>
<td><strong>Endocrine Disorders</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prep Quiz 11</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Opens:</strong> Fri, Nov 15, 7am</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Closes:</strong> Tues, Nov 19, 7am</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>See Syllabus: Course Policies:</strong> Preparation Quizzes</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ch32:</strong> A 22 (on metabolism); E (on acute complications – for 2 calculating anion gap from an electrolyte panel would be helpful, too!)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ch42:</strong> A (omit 7 10 11 14 25 30); B 3 6 7 10 11; C; D 1 2 (more intracellular detail than expected for NUR300) 3 4 (note that this is a special subtype of type 1 DM, much is idiopathic) 5 9 12 13 (don’t worry about sorbitol pathway); E 1 (but your language when talking with patients should be non-technical) 2 (remember, treating a disease ≠ curing the disease); F 1-5 8 10-15 17 18</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ch40:</strong> A 1 5-7 9 10; C (and be able to draw the feedback loops specific to the thyroid and the adrenal cortex); D 5 (for NUR300: TSH, ACTH for now – LH and FSH later) 6; F 1 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ch41:</strong> 1-3 13 14-16-26 (“…by autoimmune destruction…” note that Addison’s is only 1 cause of primary adrenal cortical insufficiency) C 4 6; D 1 (ie. 1° vs 2°) 5 (more intracellular detail than is expected for NUR300) 7 8; E; F 6 8 9 12 (mistake in key but description is correct) 13</td>
<td></td>
</tr>
<tr>
<td>19 Nov 19</td>
<td><strong>Learning Group Cases Session 11:</strong> Endocrine Disorders</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Diabetes</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prep Quiz 12</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Opens:</strong> Fri, Nov 22, 7am</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Closes:</strong> Tues, Nov 26, 7am</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>See Syllabus: Course Policies:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ch43:</strong> A 1 4 5 6-8; B 1 (omit ampulla, spongy urethra, membranous urethra); C 2 5 6 9 10; D 4; F 4 (corpus is singular; corpora is plural) 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ch44:</strong> A 1 4 5 7 8 (“…flow out of the…”) 10 15; C 3 5 8; D 1 2 (The enzyme mentioned also prevents breakdown of _____.) 3 (for NUR300, don’t need to discuss the two types) 5; F 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ch44:</strong> F 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ch46:</strong> A 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ch47:</strong> A 2-5 8 15; C 2 5; E 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ch45:</strong> A 5 6 8-12 14 (emphasizes the link to female cancers in obese women – increase in unopposed estrogen) 16-19 21 23 25; B 1 2 (omit ligaments); C 2-4 8 9; D 3 (more detail than expected for NUR300) 5; E 1; F 4-7 (focus on FSH; effect on LH is positive feedback which we did not discuss)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Ch46:</strong> A 13 16 19 24 30-32; C 1 (2 4 10) 2 (1 4-7); D 2 4 8 9; F 5 6</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Pages</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 14 Tuesday | November 26 | **Learning Group Cases Session 12:**  
Male Genitourinary Disorders  
STIs  
Female Reproductive Disorders  
**Peer Assessment 2 opens at 7pm**  
Gudakunst  
---  
14 | Learning Group Cases Session 12:  
Male Genitourinary Disorders  
STIs  
Female Reproductive Disorders  
**Peer Assessment 2 opens at 7pm**  
Gudakunst  
---  
15 Tuesday | December 3 | **Learning Group Cases Session 13:**  
Musculoskeletal Disorders  
Integumentary Disorders  
**Prep Quiz 13**  
Opens: Fri, Nov 29, 7am  
Closes: Tues, Dec 3, 7am  
See Syllabus: Course Policies: Preparation Quizzes  
Ch56: A 1 2 608 11 16 17; C 10; D (and consider drawing your own version & relate to questions E 5-6); E 5 6; G 5 6  
Ch57: A 1 4 5 9 12 13 17; B comminuted, transverse, spiral (and consider drawing your own versions of the other fx types discussed in lecture); C 1 4-6 9; D; E 1 5; G 2 (2 5 6) 7 (2) 8  
Ch58: A 13; C 5 6  
Ch59: A 1 2 9 10 16; B; E 1 2 4; G 8  
Ch60: A 1 3 5-7 10; B; D 1 5; F 2 (1 2) 6  
Ch61: A 5-7 10 11 26 31-34; B 1 3 9 10; C 2 5 6 8 10 11; E 9 14  
---  
15 Tuesday | December 3 | **Learning Group Cases Session 13:**  
Musculoskeletal Disorders  
Integumentary Disorders  
**Peer Assessment 2 closes at 7pm**  
Freidhoff  
---  
15 Thursday | December 5 | **Exam 4**  
---  
15 Friday | December 6 5:15pm | **Makeup Exam Date**  
A131 Life Sciences  
Arrive early for check in.  
The makeup exam date is only for students who have missed an exam during the semester. Please see Syllabus: Course Policies: Exams.  
---  
Finals Week Friday | December 13 10am-12pm | **Final Exam (see syllabus)**  
Location TBD by the Office of the Registrar.  
According to University policy, the only students able to schedule an alternative final are those who have 3 finals scheduled on the same day (NUR300 and two others), or 2 finals with overlapping times—both very rare circumstances. Students must supply documentation by October 22. Documentation includes: syllabus from the conflicting course, course schedule from StuInfo, and dates/times of all other final exams. Students with documented conflicts will take the NUR300 final on an alternative date and time determined by the Course Chair.  
Check the final exam schedules of all your courses for potential conflicts!  
---  
Link to MSU’s Academic Calendar through Office of the Registrar: [http://www.reg.msu.edu/ROInfo/Calendar/Academic20132014.asp](http://www.reg.msu.edu/ROInfo/Calendar/Academic20132014.asp)