Pathophysiology
NUR 300
Flipped, Blended Course Format
Section 001: Monday, Wednesday 10:20am-12:10pm
Section 002: Monday, Wednesday, 12:40-2:30pm
C100 Wonders Hall
4 Credits
Spring 2015

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 that are used by health care professionals (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).

My NUR300 Course Goals:

My grade goal for NUR300 is __________

In addition to earning a grade, working on developing a professional skill set, and obsessively asking “How?” and “Why?”, 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: 2:40-3:40pm Mon, Wed in Wonders. (Room TBD). I welcome questions before and after class! In addition to my scheduled office hours, I’m 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. When meeting with professor, always 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: Seung Hee Choi, PhD  
Email: shchoi@msu.edu  
Office Phone: 517.884.4614  
Office Location: C250 Life Sciences

Office Hours: 3:00-4:00pm Mon, Wed in my office. I welcome questions before and after class! In addition to my scheduled office hours, I’m 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. When meeting with professor, always 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

D2L Help at MSU’s Distance Learning Center  
1.800.500.1554 (24 hrs, 7 days/week)  
517.355.2345 (24 hrs, 7 days/week)  
http://help.d2l.msu.edu/learner (D2L Help Site for Learners)

Always make the D2L Help Site at MSU’s Distance Learning Center your first stop with any D2L-related questions!

Andy Greger, Media Lab, Life Sciences: 353-9020  
Sean Wright, Instructional Designer: 353-4514

College of Nursing Student Support Services, A117 Life Sciences: 353-4827

INSTRUCTION

Methodology

NUR300 (sections 1 and 2) adopts a flipped, blended course format that emphasizes not only pathophysiology content knowledge but also skill development that students will use as health care professionals. The design is based on current literature of active, effective, teaching-learning strategies including those demonstrated in the SCALE-UP Project at NC State (http://scaleup.ncsu.edu/) and in the POGIL Project (http://pogil.org/). In addition to requiring learners to “blend” independent, out-of-class study with group, in-class (face-to-face or F2F) instruction, the course structure is also “flipped”, meaning that learners swap (ie. “flip”) content acquisition (traditionally lectures) and content use (traditionally practice and application). In traditional course structures, instructors deliver information passively in F2F lecture and then send learners off to practice on their own. With the wide array of content delivery options and ubiquitous availability of information, the time that learners spend with instructors is maximized when learners are using information and solving more complex problems. In a flipped format, professors are immediately present when students are most likely to need the professors’ help and feedback. In NUR300, all F2F time with professors is spent on problem solving – using and applying information that was acquired independently in preparation work. For some of the preparation, students access online “minimovies” (ie. tutorials) and animations; other portions of preparation include reading the textbook and creating study tools in response to unit objectives. Students will interact with the professor and other students online, complete online quizzes, access minimovies and other course materials online, work face-to-face (F2F) in Learning Group Cases Sessions, and take in-class exams.
When working in a flipped, blended course, it is critical to create a regular schedule for your preparation work. Unit materials 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 independent preparation. Several consecutive hours of preparation work 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).

Written Requirements
During class time, students will work in their assigned small groups to develop written responses to case prompts. Though these prompts are not formally graded, students are still expected to develop authentic work that is free of plagiarism. In D2L, please see Course Info Folder → About Plagiarism for additional strategies in authentic writing that avoids plagiarism. Also, see Syllabus section below → Academic Integrity.

Required Text, Resources, References, Supplies  (Read this entire section and check list before making purchases.)
Students must have access to the course text, both in and out of class. That access could be a downloadable e-copy, online access via the code with the purchased hard copy (found inside front cover), or the hard copy itself. Note that the hard copy comes with an access code for an online version of the text. That access code may not be good if you purchase a used text. Online access is different than a downloadable e-copy which you carry on your device and do not need internet access to use. The text content, however, is the same regardless of which option you purchase; it’s only the access format that differs. A standard hard copy without online access will be sufficient. Make sure you are purchasing your preferred format. Students are expected to keep their pathophysiology texts to use throughout clinical courses.


Each semester, students ask about using different versions of the required text. If you have Porth’s Pathophysiology: Concepts of Altered Health States 9th edition (ie. “big Porth” ISBN 978-1-4511-4600-4), that is an appropriate substitute but, for some content areas, will have more detail than is required. NUR300 students rely heavily on the course text. Previous editions of either text are not recommended, especially since students use their texts in future clinical courses.

Students must also have access to PrepU – an adaptive quizzing extension of the 4th edition of the textbook. Students need to have active PrepU accounts the day after course orientation and need to maintain those accounts for the full semester. Students can use PrepU for self-check and active study. We will also be using the adaptive quizzing feature for prep quizzes.

ISBN 978-1-4698-8170-6
PrepU for 4th ed of Essentials of Pathophysiology
To purchase PrepU for 4th Ed. Essentials of Pathophysiology (6 month access):
http://thepoint.lww.com/Book/Show/497600 (The link should show a purchase option in late Dec - January.)
After you get the access code, go to www.thepoint.lww.com , click on New User, and set up your account with LWW. When in PrepU, click on “My Classes” and enter the class code in the Class Code field. This will link your PrepU activity to the instructor’s PrepU account. The class code will be something like “freidhoff####” and will be available in D2L in the Course Info module.

The most cost-effective option may be to purchase these two items as an online, bundled package called CoursePoint. The pricing I’ve seen for this bundled option is the same as purchasing only a hard copy of the text. It includes the electronic version of the text as well as PrepU access. Per their site, “Lippincott CoursePoint for Porth’s Essentials of Pathophysiology, 4e, includes integrated access to the ebook and adaptive learning, powered by prepU. The digital textbook is downloadable, so students will have perpetual access to this content.”

Porth Essentials of Pathophysiology 4e CoursePoint + hard copy of the text (typically about $40 more)
For some items, you can purchase directly through Wolters Kluwer and use the promo code wzp47fsd to receive a 20% off discount. Type in all the purchase information first, then type in the code last. The discount may not be available for CoursePoint since the individual products are already discounted as a bundle.

There is no course pack this semester.

This flipped, blended course uses the D2L course management system for which students need reliable, high-speed access. [www.d2l.msu.edu](http://www.d2l.msu.edu) See D2L Help for recommended, compatible browsers. MiniMovies (ie. digital tutorials) unique to NUR300 are only available online through D2L as mp4 files which you can download or view directly in D2L. See the Tech Tips folder under the Lessons Tab on D2L for extra help. D2L is also used for unit objective documents, handouts, announcements, student-student communication and student-professor communication. If you have problems accessing any files on D2L, call the D2L Help Site at MSU’s Distance Learning Center Line: 1.800.500.1544 or 517.355.2345 (24/7!).

Students also need a recent version of Adobe Reader to download and access PDF documents (free, downloadable versions available online). If you are unsure about your computer’s capabilities, try to open a PDF file from D2L when you first get access. If you do not have the right program, you will usually be prompted to install it when you try to open a file. If you have problems accessing any files on D2L, call the D2L Help Line. They can answer any D2L-related questions including walking you through the appropriate installations.

D2L Help at MSU’s Distance Learning Center
1.800.500.1554 (24 hrs, 7 days/week)
517.355.2345 (24 hrs, 7 days/week)
[http://help.d2l.msu.edu/learner](http://help.d2l.msu.edu/learner) (D2L Help Site for Learners)
Always make the D2L Help Site at MSU’s Distance Learning Center your first stop with any D2L-related questions!

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, each and every time you find one, and the glossary of the textbook is insufficient. You can access a medical dictionary for no fee via the MSU Libraries. [http://er.lib.msu.edu](http://er.lib.msu.edu) See: Taber's Cyclopedic Medical Dictionary which also has an audio feature that lets you hear the proper pronunciation of terms. Here’s the stable link that may require MSU login: [http://catalog.lib.msu.edu/record=b10226393~S39a](http://catalog.lib.msu.edu/record=b10226393~S39a). This dictionary is endorsed by the CON BSN curriculum and is also available for purchase at many bookstores.

Access to some 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). The e-books here allow immediate access – some to unlimited concurrent users and others to single user. While most titles may not be very useful for NUR300, there is a list of additional medical dictionaries, drug guides, and some pathophys-related material. Content is organized by specialty or subject category.

**Recommended Materials**

As you develop study tools based on unit objectives, you’ll be doing a lot of sketching, tables, and flow charts. For these, I recommend a notebook that has blank, unlined pages (such as a spiral bound sketch pad), or a package of white paper that you can punch into a 3-ring binder. When developing written responses and study tools for unit objectives, mark your work with the unit and objective #. For example, Inflammation review Obj #2 or Neoplasia pathophys objective #7.

You will find it helpful to use colored pencils for the required LGCS work (see below) and a highlighter for your “question color” that you don’t use for anything else. In addition to using the colored pencils during LGCS, they will also help you develop your study tools and your written responses to unit objectives. Use your highlighter any time you have a question; highlight the relevant material and write down your question. Then, when searching for it later, the question is easy to locate. When reviewing for an Exam or for the Final, this strategy will also help you remember where you had questions earlier in the semester. Alternative strategies to the highlighter question color include: using colored sticky tabs; writing a question page for each unit; keeping a question notebook or file where you write all your questions (each question should have a reference to the objective or text page or minimovie and unit); building a question note card stack (each card should have a reference to the objective or text page or minimovie and unit).
NUR 300 Materials Check List

- Porth’s Essentials of Pathophysiology 4th ed
- PrepU for 4th Ed Essentials of Pathophysiology – 6 month access
- D2L access (add the URL to your browser favorites) with reliable, high-speed connection
- D2L Help Site at MSU’s Distance Learning Center Line (add the phone # to your contact list)
- Medical Dictionary at http://catalog.lib.msu.edu/record=b10226393~S39a or under dictionaries at http://libguides.lib.msu.edu/nursingebooks
- Adobe Reader
- Sketch paper, colored pencils and a highlighter
- CON Technology Requirements - see D2L Tech Tips folder

All NUR300 students need to be in compliance.

EVALUATION

Grades
Students are responsible for checking the accuracy of grades posted in D2L Grades and for keeping printed records of each grade. As with all CON undergraduate courses, NUR 300 uses the Standard College of Nursing grading scale.*

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

CON does not round Course Grades. (eg. 93.9% = 93% = 3.5)

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 (20 of 22)</td>
<td>Online</td>
<td>0.25% each quiz (5% total)</td>
</tr>
</tbody>
</table>
| 4 Exams | F2F | Exam 1 = 16% (LGCS 1-5)  
Exam 2 = 16% (LGCS 6-10)  
Exam 3 = 19% (LGCS 11-16)  
Exam 4 = 19% (LGCS 17-22) (70% total) |
| Self and Peer Evaluation I and II for Learning Group Cases Sessions Participation Grade | Online Evaluation of F2F work | Completion earns .5% each (1% total*) |
| *No late Self and Peer Evaluations will be accepted for credit.  
*Comments need to be authentic and unique to each group member. Evaluation comments that are mostly the same for each group member will not earn credit.  
*If a student is absent for a total of ≥ 5 of the 22 Learning Group Case Sessions, the student does not have sufficient exposure to LGCS and is considered unable to provide reliable Self and Peer Evaluations; therefore the student earns a 0 on all Self and Peer Evaluations for LGCS Participation. |
| Final Exam | F2F | 24% & required** |
| **Students must score ≥ 65% on the Final Exam to pass the course with a 2.0 or higher. |
For specific information regarding grading and student progression through the curriculum, please reference the “Progression through the Major Policies” section of the Baccalaureate Student Handbook.

With weighted assessments, you cannot take the total points earned on each assignment and divide by the sum of the points available in the course. 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 70 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. For example, if you scored 90% on Exam 1, you earned 90% of the 16% (i.e. .90 x 16% = 14.4%) that the exam is “worth” and that 14.4% will go towards your course grade.

Here’s an example of a grade calculation:

\[(\text{quiz1}\% \times 0.0025) + (\text{quiz2}\% \times 0.0025) + (\text{quiz3}\% \times 0.0025) + (\text{quiz 4}\% ... + (\text{exam 1}\% \times .16)\ldots\]

Add all those up, divide by the total % that's available so far (eg. 17.25% after 5 Quizzes, Exam 1).

\[
\frac{\text{Say your earned sum from above} = 14.47\%}{14.47/17.25 = .838 = 83.9\% = 2.5} \text{ (You can see that the College does not round course grades up.)}
\]

That means you have earned 14.47% of the 17.25% that's been available to earn, or 83.9% 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 meet with the course chair and bring your written out calculation to the meeting.**

**Feedback**
Learners in NUR300 can take advantage of many feedback opportunities. In addition to formal feedback provided by quiz and exam scores, the LGCS environment is feedback-rich. In small group discussion developing a case analysis, learners engage their peers’ ideas, which is one form of feedback. Another form of feedback is asking the professor questions or requesting clarification either during small group or during section discussion. Rather than listen passively during section discussion, the learner can answer questions for him/herself and compare those internal responses to those offered by others in the section. Learners can also engage in online discussions (see communication) or in informal quizzing/study meetings with peers outside of class. As the learner evaluates his/her current understanding relative to the information returned by peers and professors in one-on-one and in group discussions, those conversations provide feedback to the learner who is choosing to be active. Finally, learners can also access feedback by using PrepU for self-quizzing feedback (see syllabus section Required Resources).

**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 (see syllabus: 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 D2L or experience any D2L-related problems including technology problems during a quiz call the D2L Help Line immediately: 1.800.500.1544 or 517.355.2345 (24/7!). You can also access D2L Help Site at MSU’s Distance Learning Center online from http://help.d2l.msu.edu/learner. If you have problems during a quiz, please email the course chair after reviewing the quiz policies.

Questions about content and course details and course assignments should be posted on the appropriate D2L discussion board, NOT emailed to instructors. This helps extend our classroom to the virtual space and promotes group learning. It also minimizes the number of times we have to e-respond to the same question. Questions will be answered within about 48 hours, excluding weekends and holidays. I encourage student responses to student questions. Please use the discussion boards as a dialogue space! Do not post questions about specific quiz or exam questions.

Please post general questions in the Course Logistics Discussion Board after checking the syllabus and D2L News for relevant information. Do not email these questions to professors. Examples of appropriate Course Logistics Discussion Board questions are: “I’m confused about where to find my group # for the first LGCS. Are they posted yet?” or “I took the first quiz but don’t see my grade recorded. Is anybody else having the same problem?” or “Dr. Freidhoff said the answers for the DM worksheet would be posted, but I don’t see them in the Endocrine folder. Can somebody please tell me where they are?” Questions will be answered within about 48 hours, excluding weekends and holidays. I encourage student responses to student questions. Students can also ask questions during, before, or after LGCS.

Please post questions about content (ie. what you’re learning) in the Content Discussion Board. Do not email these questions to professors. 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…” 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 – an essential skill for lifelong learning! 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 obj #__)
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 sequelae? 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 so others can quickly search subjects
5. please post on the appropriate board (eg. 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 or vice versa). Providing current understanding and referencing the text are essential because they demonstrate the student’s thought process and “brain work”. Knowing where a student is at with understanding helps professors create a unique response best suited to that learner. Our role as instructors is not to demonstrate how much we know but, rather, use what we 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 professors’!
Students may not voluntarily leave an assigned Learning Group. Attendance at LGCS is required and tardiness or leaving early completed, the evaluation comments that are mostly the same for each group member will not earn credit. Provided the evaluations are completed, the evaluation results are not used in calculating a student’s course grade. Students must complete each evaluation on time to receive any credit for this course requirement. (See: Course Calendar for Self and Peer Evaluation due dates.)

Please bring concerns about group dynamic to the course chair early in the semester. Students who violate the Learning Group Policies can be kicked out of the Learning Group by the other members’ unanimous vote. That student then works alone on the Learning Group Cases for the remainder of the semester without the benefit of working with other students; that student also forfeits the opportunity to complete Self and Peer Evaluations. Students may not voluntarily leave an assigned Learning Group. Attendance at LGCS is required and tardiness or leaving early.
may count as absences. If a student is absent for a total of ≥ 5 of the 22 Learning Group Case Sessions, the student does not have sufficient exposure to LGCS and is considered unable to provide reliable Self and Peer Evaluations; therefore the student earns a 0 on all Self and Peer Evaluations for LGCS Participation.

Summary of individual student responsibilities for each Learning Group Cases Session:
- With the help of the minimovies, animations, and course text, develop study tools for unit objectives.
- Bring study tools and written objective work to LGCS.
- Take the Preparation Quiz before LGCS.
- Bring course materials including the text (researcher needs to bring a medical dictionary).
- Uphold the Learning Group Policies

Preparation Quizzes
Preparation quizzes provide a means of accountability and help students assess their basic 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 objective work. Quizzes can be found during their open times in PrepU (link posted in D2L). (Please see Course Calendar for open dates and times.) 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 2 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 internet connection (which often means not in the student’s residence) to avoid technology problems.

Quizzes are set for “mastery” level, meaning a student can continue to answer questions until they’ve reached “mastery level”, as assessed by the program. Since “mastery” implies that you have mastered the given content, I strongly prefer “proficiency” which suggests you have become proficient at a lower level of understanding. Proficiency on the prep quizzes is not mastery of the content and does not correlate to success on exams. As emphasized above, prep quizzes assess basic understanding and increase accountability for LGCS preparation; they serve a different function than exams. However, if you are preparing thoroughly for quizzes and it is still taking you dozens of questions to reach proficiency each time, this can be an indication that you may need additional learning support and may struggle with the exams.

When you login to take a prep quiz, make sure you are taking the assigned quiz and not self-quizzing. You can check your score in the results section to verify. When a student achieves mastery, the quiz shuts off and the student earns a 100% for that quiz. If “mastery” level is not achieved by the time the quiz closes, the student earns a 0 for that quiz. Since some students may require only a few questions to reach mastery level (eg. getting the first several questions all correct) while other students may require many questions (eg. getting most questions incorrect), students should login to quizzes early to provide sufficient time to answer the necessary number of questions. Students will reach mastery level most efficiently by preparing well, which means using minimovies and the course text to develop study tools based on unit objectives prior to accessing the quiz.

Think of the prep quizzes as learning tools, not just as assessment tools. Though you need to be individually prepared before opening a quiz, you are encouraged to work together, and to use your study tools (objective work) and the course text. The prep quizzes help you gage your basic understanding of content and reflect on whether you are adequately preparing for the Learning Group Cases Sessions. Additionally, students can use PrepU for self-quizzing. While there is no course grade for self-quizzing, it may be helpful for active review.

Each prep quiz covers the lesson that will be discussed in the very next Learning Group Cases Session. For example, Prep Quiz 3 covers Hematopoietic Dysfunction I so a student’s preparation should include objectives from that section’s content).

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 D2L 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. Exam absences are only excused for University-approved reasons (eg. varsity athletic competition) or for emergent, extreme, extenuating circumstances as interpreted by the course chair (including but not limited to family emergency or personal illness). The student must provide supporting documentation for the reason of absence and contact the course chair before the start of the exam. Since the final exam is a true cumulative final that includes content
from the entire semester, the weight of the missed exam will be added to the student's final exam. (eg. If a student has an
excused absence for Exam 1, the Exam 1 weight is added to the final which means 16% + 24% = 40% Final Exam Weight).
If more than one exam is missed, a student may be given a score of zero for each additional missed exam. 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.

Each exam assesses all units listed on the course calendar since the previous exam. (e.g. Exam 2 assesses the units addressed
in LGCS 6-10.) However, due to the inter-connected nature of pathophysiology, understanding of units assessed on previous
exam(s) will be necessary. For example, understanding hyperplasia (tested specifically on Exam 1) is necessary to explain
cardiac compensation for hypertension (tested on Exam 3). Another example is using fluid forces (tested specifically on Exam
2) in order to explain why a patient in heart failure develops edema (tested on Exam 3). A final example is answering an Exam
3 question on pancreatitis by using Exam 2 content on diabetes.

All exams are closed. This means that any student wishing to view an exam after taking it needs to attend the exam debrief
(after each F2F session that follows an exam – see Course Calendar). Students are encouraged to bring their course texts, their
study tools, and their objective work to debrief an exam. 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. 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 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. (See the Registrar’s final exam table 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 relevant 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.

Link to MSU’s Academic Calendar through Office of the Registrar: http://www.reg.msu.edu/ROInfo/Calendar/Academic20142015.asp

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 Learning Group Cases Sessions. Prepare
diligently for each quiz, LGCS, and exam. As you create your study tools, you may want to label them with the corresponding unit and
objective # (eg. Neoplasia review Obj 3). Also, as you work through each unit, use your “question color” hilighter to emphasize the
places you have questions or need more work. 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
• MSU Spartan Life Online: http://www.vps.msu.edu/SpLife.
• Information for MSU Students: http://www.msu.edu/current/index.html
• Academic Programs: http://www.reg.msu.edu/AcademicPrograms
Academic integrity

Whenever the academic environment includes written work, students and professors (yes, professors, too!) are at risk of plagiarizing. Students are expected to read the information on D2L 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.

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://splife.studentlife.msu.edu/ and/or the MSU Web site: www.msu.edu). You are expected to develop original work for this course. Also, you are not authorized to use the 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)

Accommodations for students with disabilities

Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations well in advance of needing those accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit MyProfile.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. Please don’t be rude. This includes but is not limited to: engaging social media, accessing web sites not related to case work, 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 purposes, 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 for NUR300 course work, it should be turned off and put away. Texting during class is rude to your group members and it is rude to your instructor. If you choose to use your phone for non class-related purposes, you will be asked to put it in the front of the room until class ends or you will be asked to leave class.

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 flipped, blended 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 the grade breakdown table as well as the 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 who fail to attend 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

**FOR ADDITIONAL HELP**

Students who are either failing (i.e. <2.0) or *who are not performing at his/ her personal expectations* at any time during the semester should seek immediate help from one or more of the following sources, and should continue to access help until the student is achieving a passing grade and performing at his/her expectations:

- Dr. Freidhoff or Dr. Choi (see Faculty Info and office hours)
- Fellow classmates
- Jessica DeForest, MSU Learning Resources Center 202 E. Bessey 517.355.2363. Jessica is particularly good at helping students with study strategies 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.
- CON Office of Student Support Services. 1.800.605.6424 or 517.353.4827
- Pathophysiology Tutor: There are no course- or College-sponsored tutors for NUR300, but there is a tutor list on D2L 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.
<table>
<thead>
<tr>
<th>WEEK # &amp; DAY</th>
<th>DATE</th>
<th>TOPICS AND ACTIVITIES (Units, Quiz, Exam)</th>
<th>ADDITIONAL INFORMATION</th>
</tr>
</thead>
</table>
| 1 Monday    | Jan 12     | In Class Orientation & Pretest  
  - Attendance is critical because you take an entry Pretest.  
  Also:  
  - become adept at navigating D2L & set up PrepU account  
  - work through About Plagiarism on D2L  
  - carefully read the syllabus  
  - put all your spring activities—including NUR300 info and your pathophys study time—on one master calendar  
  - Look up your Learning Group # on D2L once posted! | Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions. Each Learning Group Case reflects multiple unit objectives. Each quiz and exam item relate to at least one unit objective. |
| 1 Tuesday   | Jan 13     | Prep Quiz 1 for LGCS1  
  Opens at 7am; Closes at 11pm | Please check the LGCS folder on D2L for your Learning Group # before coming to our first LGCS.  
  ****Reminder: Find quizzes in PrepU – link posted in D2L.****                                                                                                      |
| 1 Wednesday | Jan 14     | LGCS1: Cellular Response to Stress, Injury and Aging  
  Inflammation, the Inflammatory Response, and Fever | Freidhoff                                                                                                                                                                                                   |
| 2 Monday    | Jan 19     | MLK Day – “A day ON, not a day OFF.”  
  [www.mlkday.gov](http://www.mlkday.gov) | Also called the King Day of Service. Please participate in some of the many campus-wide service and diversity events.                                                                                                  |
| 2 Tuesday   | Jan 20     | Prep Quiz 2 for LGCS2  
  Opens at 7am; Closes at 11pm | Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.                                                                 |
| 2 Wednesday | Jan 21     | LGCS2: Cell Proliferation, Tissue Regeneration and Repair  
  Neoplasia | Freidhoff                                                                                                                                                                                                   |
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Event Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Friday</td>
<td>Jan 23</td>
<td><strong>Prep Quiz 3 for LGCS3</strong>&lt;br&gt;Opens at 1pm, Fri Jan 23&lt;br&gt;Closes at 11pm, Sun Jan 25</td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives <strong>before</strong> coming to Learning Group Cases Sessions.</td>
</tr>
<tr>
<td>3 Monday</td>
<td>Jan 26</td>
<td><strong>LGCS3:</strong>&lt;br&gt;Hematopoietic Dysfunction I</td>
<td>Freidhoff</td>
</tr>
<tr>
<td>3 Tuesday</td>
<td>Jan 27</td>
<td><strong>Prep Quiz 4 for LGCS4</strong>&lt;br&gt;Opens at 7am; Closes at 10pm&lt;br&gt;&lt;br&gt;<strong>Group Process Reflection:</strong> Please write out answers to the following questions.&lt;br&gt;1. What is a strength of your group?&lt;br&gt;2. What is a weakness of your group?&lt;br&gt;3. What specific change can your group make to work more effectively?&lt;br&gt;Students work through online resources, and develop study tools and written responses to unit objectives <strong>before</strong> coming to Learning Group Cases Sessions.</td>
<td></td>
</tr>
<tr>
<td>3 Wednesday</td>
<td>Jan 28</td>
<td><strong>LGCS4:</strong>&lt;br&gt;Take the first 5 minutes of class to discuss your Group Reflection answers.&lt;br&gt;Hematopoietic Dysfunction II</td>
<td>Freidhoff</td>
</tr>
<tr>
<td>3 Friday</td>
<td>Jan 30</td>
<td><strong>Prep Quiz 5 for LGCS5</strong>&lt;br&gt;Opens at 1pm, Fri Jan 30&lt;br&gt;Closes at 11pm, Sun Feb 1</td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives <strong>before</strong> coming to Learning Group Cases Sessions.</td>
</tr>
<tr>
<td>4 Monday</td>
<td>Feb 2</td>
<td><strong>LGCS5:</strong>&lt;br&gt;Infection and Immune Dysfunction</td>
<td>Choi</td>
</tr>
<tr>
<td>4 Wednesday</td>
<td>Feb 4</td>
<td><strong>Exam 1</strong> on LGCS 1-5 Units</td>
<td>See Syllabus: Course Policies: Exams.</td>
</tr>
<tr>
<td>4 Friday</td>
<td>Feb 6</td>
<td><strong>Prep Quiz 6 for LGCS6</strong>&lt;br&gt;Opens at 1pm, Fri Feb 6&lt;br&gt;Closes at 11pm, Sun Feb 8</td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives <strong>before</strong> coming to Learning Group Cases Sessions.&lt;br&gt;<strong>Last day to drop &amp; get a tuition refund!</strong></td>
</tr>
<tr>
<td>5 Monday</td>
<td>Feb 9</td>
<td><strong>LGCS6:</strong>&lt;br&gt;Fluid and Electrolyte Dysfunction&lt;br&gt;&lt;br&gt;Exam debrief follows each section. Bring a hard copy of your exam results. See syllabus for details.&lt;br&gt;Self and Peer Evaluation I Opens at 9pm.</td>
<td>Choi</td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Event Description</td>
<td>Details</td>
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<tr>
<td>5</td>
<td>Feb 10</td>
<td>Prep Quiz 7 for LGCS7&lt;br&gt;Opens at 7am; Closes at 11pm&lt;br&gt;Students work through online resources, and develop study tools and written responses to unit objectives <em>before</em> coming to Learning Group Cases Sessions.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Feb 11</td>
<td>LGCS7: Acid-Base Dysfunction&lt;br&gt;<em>Self and Peer Evaluation I</em> Closes at 11pm.</td>
<td>Freidhoff</td>
</tr>
<tr>
<td>5</td>
<td>Feb 13</td>
<td>Prep Quiz 8 for LGCS8&lt;br&gt;Opens at 1pm, Fri Feb 13&lt;br&gt;Closes at 11pm, Sun Feb 15</td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives <em>before</em> coming to Learning Group Cases Sessions.</td>
</tr>
<tr>
<td>6</td>
<td>Feb 16</td>
<td>LGCS8: Endocrine Dysfunction I</td>
<td>Freidhoff</td>
</tr>
<tr>
<td>6</td>
<td>Feb 17</td>
<td>Prep Quiz 9 for LGCS9&lt;br&gt;Opens at 7am; Closes at 11pm&lt;br&gt;Reflect on your Peer Evaluations (SPARKPLUS)</td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives <em>before</em> coming to Learning Group Cases Sessions.</td>
</tr>
<tr>
<td>6</td>
<td>Feb 18</td>
<td>LGCS9: Endocrine Dysfunction II</td>
<td>Freidhoff&lt;br&gt;See Final Exam note below.</td>
</tr>
<tr>
<td>6</td>
<td>Feb 20</td>
<td>Prep Quiz 10 for LGCS10&lt;br&gt;Opens at 1pm, Fri Feb 20&lt;br&gt;Closes at 11pm, Sun Feb 22</td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives <em>before</em> coming to Learning Group Cases Sessions.</td>
</tr>
<tr>
<td>7</td>
<td>Feb 23</td>
<td>LGCS10: Urinary and Renal Dysfunction</td>
<td>Choi</td>
</tr>
<tr>
<td>7</td>
<td>Feb 25</td>
<td>Exam 2 on LGCS 6-10 Units</td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives <em>before</em> coming to Learning Group Cases Sessions.</td>
</tr>
<tr>
<td>7</td>
<td>Feb 27</td>
<td>Prep Quiz 11 for LGCS11&lt;br&gt;Opens at 1pm, Fri Feb 27&lt;br&gt;Closes at 11pm, Sun March 1</td>
<td>Choi&lt;br&gt;Documentation due for final exam conflicts. <em>Submit documentation electronically to Course Chair. See Syllabus: Course Policies and Final Exam date below.</em></td>
</tr>
<tr>
<td>8</td>
<td>March 2</td>
<td>LGCS11: Gastrointestinal and Accessory Organ Dysfunction I&lt;br&gt;<em>Exam debrief follows each section. Bring a hard copy of your exam results. See syllabus for details.</em></td>
<td>Choi</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Activity</td>
<td>Notes</td>
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</tr>
<tr>
<td>Tuesday</td>
<td>March 3</td>
<td>Prep Quiz 12 for LGCS12</td>
<td>Opens at 7am; Closes at 11pm; Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>March 4</td>
<td>LGCS12: Gastrointestinal and Accessory Organ Dysfunction II</td>
<td>Freidhoff; March 4th is the last day to drop this course &amp; not have a grade reported. (Online by 8pm.)</td>
</tr>
<tr>
<td>March 9-13</td>
<td></td>
<td>Spring Break</td>
<td>Have fun, stay safe, and apply sunscreen q2h!</td>
</tr>
<tr>
<td>Monday</td>
<td>March 16</td>
<td>Open for Prep (no class)</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>March 17</td>
<td>Prep Quiz 13 for LGCS13</td>
<td>Opens at 7am; Closes at 11pm; Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>March 18</td>
<td>LGCS13: Cardiovascular Dysfunction I</td>
<td>Choi</td>
</tr>
<tr>
<td>Friday</td>
<td>March 20</td>
<td>Prep Quiz 14 for LGCS14</td>
<td>Opens at 1pm, Fri March 20; Closes at 11pm; Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.</td>
</tr>
<tr>
<td>Monday</td>
<td>March 23</td>
<td>LGCS14: Cardiovascular Dysfunction II</td>
<td>Freidhoff; Self and Peer Evaluation II Opens at 9pm; Exam debrief follows each section. Bring a hard copy of your exam results. See syllabus for details.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>March 24</td>
<td>Prep Quiz 15 for LGCS15</td>
<td>Opens at 7am; Closes at 11pm; Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>March 25</td>
<td>LGCS15: Respiratory Dysfunction I</td>
<td>Freidhoff; Self and Peer Evaluation II Closes at 11pm.</td>
</tr>
<tr>
<td>Friday</td>
<td>March 27</td>
<td>Prep Quiz 16 for LGCS16</td>
<td>Opens at 1pm, Fri March 27; Closes at 11pm, Sun March 29; Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Activity</td>
<td>Details</td>
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<tr>
<td>March 30</td>
<td>Monday</td>
<td>LGCS16:</td>
<td>Respiratory Dysfunction II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Choi</td>
<td></td>
</tr>
<tr>
<td>April 1</td>
<td>Wednesday</td>
<td>Open for Exam 3 Prep</td>
<td>(For real. No class. This isn’t an April Fool’s Joke. It’s a gift!) Reflect on your Peer Evaluations (SPARKPLUS)</td>
</tr>
<tr>
<td>April 6</td>
<td>Monday</td>
<td>Exam 3 on LGCS 11-16 Units</td>
<td>Freidhoff</td>
</tr>
<tr>
<td>April 7</td>
<td>Tuesday</td>
<td>Prep Quiz 17 for LGCS17</td>
<td>Opens at 7am; Closes at 11pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives <em>before</em> coming to Learning Group Cases Sessions.</td>
<td></td>
</tr>
<tr>
<td>April 8</td>
<td>Wednesday</td>
<td>LGCS17: Musculoskeletal Dysfunction Exam debrief follows each section. Bring a hard copy of your exam results. See syllabus for details.</td>
<td>Choi</td>
</tr>
<tr>
<td>April 10</td>
<td>Friday</td>
<td>Prep Quiz 18 for LGCS18</td>
<td>Opens at 1pm, Fri April 10 Closes at 11pm, Sun April 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives <em>before</em> coming to Learning Group Cases Sessions.</td>
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</tr>
<tr>
<td>April 13</td>
<td>Monday</td>
<td>LGCS18:</td>
<td>Genitourinary and Reproductive Dysfunction I</td>
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<tr>
<td></td>
<td></td>
<td>Freidhoff</td>
<td></td>
</tr>
<tr>
<td>April 14</td>
<td>Tuesday</td>
<td>Prep Quiz 19 for LGCS19</td>
<td>Opens at 7am; Closes at 11pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives <em>before</em> coming to Learning Group Cases Sessions.</td>
<td></td>
</tr>
<tr>
<td>April 15</td>
<td>Wednesday</td>
<td>LGCS19:</td>
<td>Genitourinary and Reproductive Dysfunction II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Choi</td>
<td></td>
</tr>
<tr>
<td>April 17</td>
<td>Friday</td>
<td>Prep Quiz 20 for LGCS20</td>
<td>Opens at 1pm, Fri April 17 Closes at 11pm, Sun April 19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives <em>before</em> coming to Learning Group Cases Sessions.</td>
<td></td>
</tr>
<tr>
<td>April 20</td>
<td>Monday</td>
<td>LGCS20: Neurologic Dysfunction I</td>
<td>Freidhoff</td>
</tr>
<tr>
<td>April 21</td>
<td>Tuesday</td>
<td>Prep Quiz 21 for LGCS21</td>
<td>Opens at 7am; Closes at 11pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students work through online resources, and develop study tools and written responses to unit objectives <em>before</em> coming to Learning Group Cases Sessions.</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
<td>Details</td>
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<tr>
<td>14 April</td>
<td>Wednesday</td>
<td>LGCS21: Neurologic Dysfunction II</td>
<td>Freidhoff</td>
</tr>
<tr>
<td>14 April</td>
<td>Friday</td>
<td>Prep Quiz 22 for LGCS22</td>
<td>Opens at 1pm, Fri April 24 Closes at 11pm, Sun April 26 Students work through online resources, and develop study tools and written responses to unit objectives before coming to Learning Group Cases Sessions.</td>
</tr>
<tr>
<td>15 April</td>
<td>Monday</td>
<td>LGCS22: Integumentary Dysfunction</td>
<td>Freidhoff</td>
</tr>
<tr>
<td>15 April</td>
<td>Wednesday</td>
<td>Exam 4 on LGCS 17-22 Units</td>
<td>See Syllabus: Course Policies: Exams. Debrief exam during open office hours of final exam week. See syllabus for details.</td>
</tr>
<tr>
<td>Finals Week</td>
<td>Friday</td>
<td>NUR300 has a Common Final Exam for both sections.</td>
<td>Final Exam see Syllabus: Course Policies: Final Exam Location TBD by the Office of the Registrar.</td>
</tr>
<tr>
<td>Finals Week</td>
<td>8 May</td>
<td>10am-noon</td>
<td>Check all other courses for conflicts!</td>
</tr>
</tbody>
</table>

Link to MSU’s Academic Calendar through Office of the Registrar: [http://www.reg.msu.edu/ROInfo/Calendar/Academic20142015.asp](http://www.reg.msu.edu/ROInfo/Calendar/Academic20142015.asp)