

**The University of Texas at Tyler  
School of Nursing**

**NURS 3303  
Pathophysiology of Acute Care**

**WEB Course**

**Long Summer Semester 2017**

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Office Hours: As needed

**The content of this syllabus/WEB site is subject to change at the discretion of the faculty leaders according to current learning needs.**

**Course Schedule:**

**NURS 3303.560 RN to BSN Pathophysiology  
Long Summer 2017**

**EXAMS and Quizzes – open on Sunday @ 0800, close on Thursday @ MN**

Week #	Week of:	Module/Title	Chapters	Quizzes/Exams/Assignment Due Dates
1	5/22	<b>Module 1:</b> Cellular Biology, Cellular Adaptation, Fluid Movement  <b>Module 2:</b> Fluid and Electrolytes, Acid Base	1,2	<b>Quiz 1 - due 5/25</b> : Module 1 and 2 Complete interactive activities for module 1 and 2 Complete Student Forms quiz
2	5/29	<b>Module 3:</b> Inflammation, Healing & Infection	5,6	<b>Quiz 2 – due 6/1:</b> Module 3 Interactive activities for module 3
3	6/5	<b>Module 4:</b> Immune and Abnormal Responses & Genetics	7,21	<b>EXAM 1 – content Module 1, 2, and 3.</b> <b>Opens 6/4 at 0800 – closes 6/8 @ MN</b> Complete interactive activity: module 4 Immune only
4	6/12	<b>Module 5:</b> Neoplasms Blood and Lymph Disorders	20,10 & 11	<b>Quiz 3 – due 6/15</b> – Module 4 and 5 Complete interactive activity: module 5
5	6/19	<b>Module 6:</b> Renal/ Urinary Disorders	18	<b>EXAM 2 – content Module 4,5</b> <b>Opens 6/18 @ 0800 – closes 6/22 @ MN</b> Complete interactive activity: module 6
6	6/26	<b>Module 7:</b> Cardiovascular Disorders	12	<b>Quiz 4 – due 6/29</b> - Module 6 and 7 Complete interactive activity: module 7
7	7/3	<b>Module 8:</b> Reproductive, Skin Disorders (includes burns)  <b>Module 9:</b> Musculoskeletal Disorders	19, 8 & 5 *burns only in 5  9	<b>Quiz 5 – due 7/6</b> - Module 8 Complete interactive activity: module 8 & module 9
8	7/10	<b>Module 10:</b> Acute & Chronic Neurological Disorders Pain	14, 4	<b>EXAM 3 - content Module 6,7,8</b> <b>Opens 7/9 @ 0800 – closes 7/13 @ MN</b> <b>Quiz 6</b> –opens 7/9 - <b>due 7/27</b> – Module 9 and 10 (extra week on this quiz) Complete interactive activity: module 10
9	7/17	<b>Module 11:</b> Respiratory System Disorders	13	<b>Quiz 7</b> –opens 7/16 - <b>due 7/27</b> – Module 11 Complete interactive activity: module 11

10	7/24	<b>Module 12:</b> Endocrine Disorders	16	<b>EXAM 4 – content Module 9,10,11</b> <b>Opens 7/23 @ 0800 – closes 7/27 @ MN</b> Complete interactive activity: module 12
11	7/31	<b>Module 13:</b> Gastrointestinal and Accessory Organ Function	17	<b>Quiz 8 – due 8/3</b> Module 12 and 13 Complete interactive activity: module 13
12	8/7	<b>FINAL EXAM WEEK</b>		<b>EXAM 5 – Module 12, 13</b> <b>Opens 8/5, Closes 8/9 Wednesday @ MN</b> <b>Finish any remaining interactive activities.</b>

**Important Dates:**

**July 10 – LAST Day to withdraw from class with a “W” on your transcript**

**August 12 – end of Summer term**

**Exam Content:** ALL exams and quizzes will be available on Sundays at 0800 and close on Thursday at MN

Exam 1 – Cell biology, cellular changes, fluid movement, electrolytes, acid –base, inflammation, healing and infection (Modules 1, 2 and 3)

Exam 2 – Immune, genetics, neoplasms, blood and lymph (Modules 4 and 5)

Exam 3 – Renal, cardiovascular, reproductive and skin/burns (Modules 6, 7 & 8)

Exam 4 – Acute and chronic neuro, pain, respiratory, musculoskeletal (Modules 9, 10, & 11)

Exam 5 – Endocrine and GI (Modules 12 and 13) – note the alternate test schedule

**NURS 3303.560 WEB Course – Pathophysiology of Acute Care Long Summer 2016**

**SEMESTER CREDIT HOURS**

Three (3) hours didactic

**PREREQUISITES**

Completion of Associate Degree in Nursing and acceptance into the UTT RN to BSN Program.

**COURSE DESCRIPTION**

Web based course focused on the etiologic, symptomatologic, and pathologic aspects of selected human diseases across the life span. Concepts of health promotion, disease prevention, disease progression, and treatment are approached from a cellular and multi-system perspective. Influences of genetic, ethnic, and cultural variables on human diseases is analyzed. Content aims at stimulating critical thinking for application to nursing practice.

**COURSE OBJECTIVES**

Upon successful completion of the course, students will have demonstrated the ability to:

1. Integrate knowledge and concepts from anatomy and physiology, microbiology, and basic physiology into the study of the pathophysiology of the human body.
2. Understand the pathologic origins of selected diseases at the cellular and systemic level.
3. Demonstrate an understanding of compensatory mechanisms in response to alterations in physiology.
4. Synthesize evidence based, disease specific research findings and pathophysiology concepts to nursing practice
5. Demonstrates an understanding of the impact of genetics and environmental risk factors on health promotion, disease development, progression and treatment.
6. Correlate diagnostic test results to objective and subjective disease symptoms.

### **REQUIRED TEXTS/MATERIALS**

**SYLLABUS:** NURS 3303: Pathophysiology of Acute Care Long Summer Semester 2017—  
located in CANVAS

**Course Schedule:** located in the CANVAS UTT course and syllabus

### **REQUIRED TEXTBOOK:**

Van Meter, K. and Hubert, R, R. (2014) Gould's Pathophysiology for the Health Professions (5<sup>th</sup> ed.). Elsevier Saunders. ISBN 9781455754113.

### **RECOMMENDED:**

VanMeter, K. and Hubert, R, R. (2014) **Study Guide** for Gould's Pathophysiology for the Health Professions (5<sup>th</sup> ed.). Elsevier Saunders. ISBN 978-0323240864

### **Computer Requirements:**

Access to a current, working computer using Firefox or Chrome browser is required for this internet based course. Exams will be taken on line using Examsoft which must be loaded onto a single working PC or laptop. **Exams cannot be taken on tablets or other hand held devices.**

### **Internet Module Instructions:**

Modules are on line (see course calendar). UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course content. Lecture videos are optimally viewed in high definition.

- **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files. <http://get.adobe.com/reader/>
- **Java Runtime Environment (JRE)** allows you to use interactive tools on the web. <http://www.java.com/en/download/>
- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. <http://get.adobe.com/flashplayer/>
- **QuickTime** allows users to play back audio and video files. <http://www.apple.com/quicktime/download/>

### **General Policies**

These policies apply to all students of the university. Students should access and review these policies at: <http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf>

[To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:](http://www.uttyler.edu/wellness/rightsresponsibilities.php)

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

**Disability/Accessibility Services:** In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### ***UT Tyler Honor Code***

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### ***Campus Carry***

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### ***UT Tyler a Tobacco-Free University***

All forms of tobacco **will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler.** This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

### ***Grade Replacement/Forgiveness and Census Date Policies***

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) **on or before the Census Date of the semester in which the course will be repeated.** Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (June 5) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### ***State-Mandated Course Drop Policy***

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

***Student Absence due to Religious Observance***

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

***Student Absence for University-Sponsored Events and Activities***

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

***Social Security and FERPA Statement***

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

***Emergency Exits and Evacuation***

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

***Student Standards of Academic Conduct***

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

"Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;

- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

“Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard. UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- UT Counseling Center (903-566-7254)

### **ACADEMIC INTEGRITY**

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as assignments and examinations.
2. Students are advised to review the Scholastic Conduct and Discipline Policy in the current [CON Guide for Baccalaureate Students](#) and [UT Tyler Student Conduct and Discipline Policy](#). These policies are fully endorsed and enforced by all faculty members within the School of Nursing.
3. Plagiarism, cheating and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly (see *Guide for Baccalaureate Students* for definitions).
4. The CON has the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the *Regent’s Rules*

### **Student Affirmation, Social Media Policy—Documentation of Compliance**

All students are required to read and complete the Student Forms Quiz **Start Here** page. Failure to submit signed forms will result in an “Incomplete” grade for the course.

### **EXAMINATIONS/ASSIGNMENTS AND GRADING POLICY-**

Completion of NURS 3303 is based on satisfactory attainment of all course criteria. Any student failing to meet the course objectives and expectations must repeat the course in order to complete the UT Tyler RN to BSN track.

#### **Grading Policy:**

1. **The simple average of exam grades before weighted calculation is performed, must be 75% (a letter grade of C) or higher to pass the course. Grades will not be rounded when calculating the exam average** (74.5 -74.9 is not rounded to 75).
2. Students with an exam grade average of 75% or higher will have the final course grade calculated on the weighted values of all graded work. **Students who do not attain an exam grade average of 75% will not receive credit for assignments, or other graded course work and the final grade will be the exam average.**
3. The weighted values of course work are as follows:

#### Grade Calculation

5 classroom exams—16% each	80%
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Interactive Learning	5%
Graded Quizzes	15%
	100%

Letter grades are assigned according to the following scale:

A	90-100
B	80-89
C	75-79
D	60-74
F	59 and below

(Approved Faculty Organization: Fall 1999, implemented Spring 2000)

- 4. Interactive Learning Activities** - This grade represents the percent of completion and accuracy score for the interactive activities developed for each course module. The interactive activities remain open throughout the semester and students can repeat the assignment to achieve optimal scores. The Interactive Learning score is calculated into the course final grade only after a simple average of 75% is attained on course exams.
- 5. Evidence of plagiarism on any submitted assignment may result in failure of the course and/or removal from the nursing program.** See Scholastic Conduct and Discipline Policy in the current School of Nursing (CON) [Guide for Baccalaureate Students, pp. 44-46.](#)
6. On-line quizzes will be taken in CANVAS as indicated on the course schedule. Each quiz will be worth 100 points. Quizzes will open and close in accordance with the course schedule (see course schedule). Failure to complete the quiz within this time frame will result in 0 points for that quiz. Quizzes in CANVAS can be taken on a PC, laptop or tablet. Quiz grades are calculated into the course final grade only after an exam average of 75% is attained.
7. PENALTY FOR LATE WORK -A deduction of 5 points per day will be taken off assignments that are submitted after the deadline.

### **EXAMINATION and EXAMINATION REVIEW POLICY**

1. **Exams will be administered online** using ExamSoft (testing software). Students are required to download ExamSoft onto a reliable PC prior to the day of the first exam. Firefox or Chrome browsers are required for the use of ExamSoft. Instructions for downloading the program is located under the Start Here tab located on the course CANVAS home page. Students may take exams on the UT Campus in the designated computer labs including the computer lab located in the Braithwaite Nursing Building.
2. **Exams must be taken within the announced timeframe.** A make-up exam may be scheduled at the discretion of faculty for unusual extenuating circumstances when faculty are notified in advance that the exam cannot be completed within the defined timeframe. Failure to notify faculty of the need to take an exam on an alternate date or time will result in a grade of 0 for that exam.
3. Faculty should be notified of major computer issues that occur while taking an exam in ExamSoft. Students should take exams allowing time for any technical problems that may occur. ExamSoft provides 24/7 on line support.
4. Exam blueprints will be posted to Blackboard under the module for the exam week one week prior to the exam.
5. Students will be able to review the questions missed and correct answer rationale immediately after the exam is completed. Exam reviews may be scheduled with faculty during office hours within 10 school days from the return of exam grades if needed.



**EXPECTATIONS OF STUDENTS IN NURS 3303**

1. Students are responsible for all course assignments and content, including announcements, posted to Blackboard.
2. Weekly module content, including video lectures and interactive learning material are posted in Canvas within each module. Students are responsible for viewing the lecture video and any other required videos then completing the Check for Understanding activities including the quiz. Completion of ALL components of the interactive learning activities results in a percentage of completion grade in the grade center. Completion of the course work for each module is recommended for successful completion of the course.
3. **Late assignments** will only be accepted at the discretion of faculty:  
 There will be a 5 point penalty for assignments submitted after the due time unless special permission obtained from faculty.  
 There will be a 10 point penalty each day for assignments submitted after the due date unless special permission obtained from faculty.
4. All submitted written material (papers, assignments, examinations, etc.) are the property of the School of Nursing.
5. Communication with faculty will be via phone, scheduled Zoom meetings, email or scheduled appointment. Students are required to use their student Patriot email accounts for all correspondence. Email communication should include NURS 3303,560 WEB in the subject line. Students are expected to check their university email at least every two business days. Faculty will respond to email correspondence within two business days.

**MODULE OBJECTIVES:**

**Due dates – follow the course schedule**

**Module 1: Cell Biology Review**

<b>Module 1 Objectives</b>	<b>Outline</b>	<b>Preparation and Evaluation</b>
1. Describe the cellular components and the functions of each. 2. Discuss the functions of the cell membrane. 3. Explain how cells communicate. 4. Explain how tissues are formed. 5. Identify types of tissue and state examples of each.	1. Cell function a. all cells b. specialized 2. Cell Components a. structures b. functions 3. Cell Membrane a. control b. communication c. conductivity 4. Tissues and Organs a. epithelial b. connective c. muscular d. nerve	<b>READ:</b> VanMeter, Chapter 1  Evaluation: Exam 1, Quiz 1

**Cellular Adaptation**

<b>Module 1 Objectives</b>	<b>Outline</b>	<b>Preparation and Evaluation</b>
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<ol style="list-style-type: none"> <li>1. Describe common cellular adaptations and possible reasons for the occurrence of each.</li> <li>2. Identify precancerous cellular changes.</li> <li>3. List the common causes of cell damage</li> <li>4. Describe the common types of cell necrosis and possible outcomes</li> <li>5. Differentiate between apoptosis and necrosis.</li> </ol>	<ol style="list-style-type: none"> <li>1. Cell Adaptation               <ol style="list-style-type: none"> <li>a. healthy</li> <li>b. pathologic</li> </ol> </li> <li>2. Cell Damage Mechanisms               <ol style="list-style-type: none"> <li>a. hypoxia</li> <li>b. free radicals</li> <li>c. physical injury</li> </ol> </li> <li>3. Necrosis               <ol style="list-style-type: none"> <li>a. liquification</li> <li>b. coagulative</li> <li>c. caseous</li> <li>d. infarction</li> <li>e. gangrene</li> </ol> </li> <li>4. Apoptosis and aging</li> </ol>	<p><b>READ:</b> VanMeter, Chapter 1</p> <p><b>Evaluation:</b> <b>Exam 1 and Quiz 1</b></p>
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**Fluid Movement**

Module 1 Objectives	Outline	Preparation and Evaluation
<ol style="list-style-type: none"> <li>1. Explain the movement of water between body compartments.</li> <li>2. Describe the mechanism of edema.</li> <li>3. Discuss the causes and effects of dehydration</li> </ol>	<ol style="list-style-type: none"> <li>1. Body Water               <ol style="list-style-type: none"> <li>a. compartments</li> <li>b. movement                   <ol style="list-style-type: none"> <li>1. mechanisms</li> <li>2. controls</li> </ol> </li> <li>c. Edema                   <ol style="list-style-type: none"> <li>1. mechanism</li> <li>2. consequences</li> </ol> </li> <li>d. Dehydration                   <ol style="list-style-type: none"> <li>1. mechanism</li> <li>2. consequences</li> </ol> </li> </ol> </li> </ol>	<p><b>READ:</b> VanMeter, Chapter 2</p> <p><b>Evaluation:</b> <b>Exam 1 and Quiz 1</b></p>

**Module 2: Electrolyte and Acid Base Balance**

Module 2 Objectives	Outline	Preparation and Evaluation
<ol style="list-style-type: none"> <li>1. Explain the movement of water between body compartments.</li> <li>2. Describe the mechanism of edema.</li> <li>3. Discuss the causes and effects of dehydration</li> <li>4. Compare and contrast the causes, signs and symptoms of hyponatremia and hypernatremia.</li> <li>5. Compare and contrast the causes, signs and symptoms of hypokalemia and hyperkalemia.</li> <li>6. Compare and contrast the causes, signs and symptoms of hypocalcemia and hypercalcemia.</li> <li>7. Describe the relationship of phosphorus to calcium.</li> <li>8. Describe the compensatory</li> </ol>	<ol style="list-style-type: none"> <li>1. Body Water               <ol style="list-style-type: none"> <li>a. compartments</li> <li>b. movement                   <ol style="list-style-type: none"> <li>1. mechanisms</li> <li>2. controls</li> </ol> </li> <li>c. Edema                   <ol style="list-style-type: none"> <li>1. mechanism</li> <li>2. consequences</li> </ol> </li> <li>d. Dehydration                   <ol style="list-style-type: none"> <li>1. mechanism</li> <li>2. consequences</li> </ol> </li> </ol> </li> <li>2. Electrolytes               <ol style="list-style-type: none"> <li>a. Sodium                   <ol style="list-style-type: none"> <li>1. function</li> <li>2. hyponatremia</li> <li>3. hypernatremia</li> </ol> </li> <li>b. Potassium                   <ol style="list-style-type: none"> <li>1. function</li> <li>2. hypokalemia</li> </ol> </li> </ol> </li> </ol>	<p><b>READ:</b> VanMeter, Chapter 2</p> <p><b>Evaluation:</b> <b>Exam 1 and Quiz 1</b></p>

<p>mechanism of acid-base homeostasis.</p> <p>9. Explain the effects of the primary types of alterations of acid-base balance on body function.</p>	<p>3. hyperkalemia</p> <p>c. Calcium</p> <ol style="list-style-type: none"> <li>1. function</li> <li>2. hypocalcemia</li> <li>3. hypercalcemia</li> </ol> <p>d. Phosphorus</p> <ol style="list-style-type: none"> <li>1. function</li> <li>2. relationship with calcium</li> </ol> <p>3. Acid- Base Balance</p> <ol style="list-style-type: none"> <li>a. compensatory mechanisms</li> <li>b. acidosis             <ol style="list-style-type: none"> <li>1. respiratory</li> <li>2. metabolic</li> </ol> </li> <li>c. alkalosis             <ol style="list-style-type: none"> <li>1. respiratory</li> <li>2. metabolic</li> </ol> </li> <li>d. compensation</li> </ol>	
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**Module 3: Inflammation, Healing and Infection**

<b>Module 3 Objectives</b>	<b>Outline</b>	<b>Preparation and Evaluation</b>
<ol style="list-style-type: none"> <li>1. Explain the role of normal defenses in preventing disease.</li> <li>2. Describe the chemical and cellular responses to injury.</li> <li>3. Discuss normal capillary exchange and this exchange during the inflammatory response.</li> <li>4. Describe the local and systemic effects of inflammation.</li> <li>5. Describe the types of healing and complications of each.</li> </ol>	<ol style="list-style-type: none"> <li>1. Normal Defenses</li> <li>2. Inflammatory Process             <ol style="list-style-type: none"> <li>a. Chemical mediators</li> <li>b. Cellular responses</li> <li>c. Capillary responses</li> <li>d. Signs and Symptoms                 <ol style="list-style-type: none"> <li>1. local</li> <li>2. systemic</li> </ol> </li> </ol> </li> <li>3. Healing             <ol style="list-style-type: none"> <li>a. Types</li> <li>b. Process</li> <li>c. Scar tissue                 <ol style="list-style-type: none"> <li>1. function</li> <li>2. complications</li> </ol> </li> </ol> </li> <li>4. Infection</li> </ol>	<p><b>READ:</b> VanMeter, Chapter 5, 6</p> <p><b>Evaluation:</b> <b>Exam 1 and Quiz 2</b></p>

**Module 4: Congenital and Genetic Disorders**

<b>Module 4 Objectives</b>	<b>Outline</b>	<b>Preparation and Evaluation</b>
<ol style="list-style-type: none"> <li>1. Describe the interrelationships of DNA, RNA and proteins.</li> <li>2. Discuss prediction of inheritance.</li> <li>3. Describe and cite examples of chromosomal disorders.</li> <li>4. Describe and cite examples of single-gene disorders.</li> <li>5. Discuss the Human Genome Project and possible impacts on health care.</li> </ol>	<ol style="list-style-type: none"> <li>1) Genetic Building Blocks             <ol style="list-style-type: none"> <li>a) DNA</li> <li>b) Chromosomes</li> <li>c) Genes</li> </ol> </li> <li>2) Principles of predication             <ol style="list-style-type: none"> <li>a) Autosomal dominant</li> <li>b) Autosomal recessive</li> <li>c) X- linked</li> </ol> </li> <li>3) Chromosomal abnormality             <ol style="list-style-type: none"> <li>a) Downs syndrome</li> </ol> </li> </ol>	<p><b>READ:</b> VanMeter, Chapter 21</p> <p><b>Evaluation:</b> <b>Exam 2 and Quiz 3</b></p>

	<ul style="list-style-type: none"> <li>4) Gene abnormality                             <ul style="list-style-type: none"> <li>a) Duchenne's Muscular Dystrophy</li> </ul> </li> <li>5) Human Genome Project</li> </ul>	
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**Immune and Abnormal Responses**

<b>Module 4 Objectives</b>	<b>Outline</b>	<b>Preparation and Evaluation</b>
<ul style="list-style-type: none"> <li>1. Describe the normal immune response.</li> <li>2. Differentiate between cell mediated and humoral responses.</li> <li>3. Explain the methods of acquiring immunity.</li> <li>4. Describe the mechanisms of the four types of hypersensitivity</li> <li>5. Reactions and give examples of each.</li> <li>6. Discuss the mechanism of autoimmune disorders.</li> <li>7. Explain the causes and effects of immunodeficiency.</li> <li>8. Describe the course, effect and complications of HIV –AIDS.</li> </ul>	<ul style="list-style-type: none"> <li>1. Immune Response                             <ul style="list-style-type: none"> <li>a. Cell mediated</li> <li>b. Humoral</li> </ul> </li> <li>2. Immunity                             <ul style="list-style-type: none"> <li>a. Acquisition</li> <li>b. Types                                     <ul style="list-style-type: none"> <li>1. I – hay fever</li> <li>2. II – Blood incompatibility</li> <li>3. III – Autoimmune Disorders</li> <li>4. IV – transplant rejection</li> </ul> </li> </ul> </li> <li>3. Immunodeficiency                             <ul style="list-style-type: none"> <li>a. Causes</li> <li>b. Effects</li> <li>c. HIV- AIDS                                     <ul style="list-style-type: none"> <li>1. course</li> <li>2. effects</li> <li>3. complications</li> </ul> </li> </ul> </li> </ul>	<p><b>READ:</b> VanMeter, Chapter 7</p> <p><b>Evaluation:</b> Exam 2 and Quiz 3</p>

**Module 5: Neoplasms**

<b>Module 5 Objectives</b>	<b>Outline</b>	<b>Preparation and Evaluation</b>
<ul style="list-style-type: none"> <li>1. Define “cancer” in terms of abnormal tissue growth, cell types of origin and benign vs. malignant tumor properties.</li> <li>2. Explain the methods of staging and grading tumors.</li> <li>3. Identify viral, bacterial and environmental risk factors for cancer.</li> <li>4. Review the clinical manifestations of cancer.</li> </ul>	<ul style="list-style-type: none"> <li>1) Cancer characteristics                             <ul style="list-style-type: none"> <li>a) Cell abnormalities</li> <li>b) Tumor properties                                     <ul style="list-style-type: none"> <li>i) Benign</li> <li>ii) Metastatic</li> </ul> </li> </ul> </li> <li>2) Categorizing Cancers                             <ul style="list-style-type: none"> <li>a) staging</li> <li>b) grading</li> <li>c) prognosis</li> </ul> </li> <li>3) Risk Factors                             <ul style="list-style-type: none"> <li>a) Viral</li> <li>b) Bacterial</li> <li>c) Environmental</li> </ul> </li> <li>4) Clinical Manifestations</li> </ul>	<p><b>READ:</b> VanMeter, Chapter 20</p> <p><b>Evaluation:</b> Exam 2 and Quiz 3</p>

**Blood and Lymphatic Disorders**

<b>Module 5 Objectives</b>	<b>Outline</b>	<b>Preparation and Evaluation</b>
<ul style="list-style-type: none"> <li>1. Define anemia and describe the</li> </ul>	<ul style="list-style-type: none"> <li>1) Blood Characteristics</li> </ul>	

<p>manifestations of anemia and the pathophysiology that generates them.</p> <p>2. Compare and contrast the pathophysiology underlying iron deficiency, pernicious, and folate deficiency anemias.</p> <p>3. Differentiate the leukemias by manifestations, treatment options, and prognosis.</p> <p>4. Identify the causes of thrombocytopenia and its signs and symptoms related to its pathophysiology.</p> <p>5. Discuss the conditions that predispose and individual to the development of thrombi.</p>	<p>a) Red blood cells b) White blood cells c) Platelets d) plasma</p> <p>2) Problems of red blood cells a) Iron deficiency anemia b) Pernicious anemia c) Sickle Cell anemia</p> <p>3) Problems of white blood cells a) leukemia</p> <p>4) Problems with platelets a) Thrombocytopenia</p>	<p><b>READ:</b> VanMeter, Chapter 10, 11</p> <p><b>Evaluation:</b> Exam 2 and Quiz 3</p>
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**Module 6: Renal/Urinary Disorders**

Module 6 Objectives	Outline	Preparation and Evaluation
<p>1. Describe the pathophysiology, symptoms and treatments for urinary tract obstructions.</p> <p>2. Review causes, types and treatments of urinary tract infections.</p> <p>3. Discuss types and causes of nephritis</p> <p>4. Explain the pathophysiology, causes, symptoms and treatment for acute and chronic renal failure.</p> <p>5. Discuss the role of the kidney in red blood cell production and control of blood pressure.</p>	<p>1) Inflammatory Problems a) Kidney i) nephritis b) bladder i) UTI</p> <p>2) Blockage of system a) calculi b) Benign Prostatic Hypertrophy c) Prostatic cancer</p> <p>3) Failure a) bacterial b) viral</p> <p>4) Other functions a) hematopoiesis b) blood pressure</p>	<p><b>READ:</b> VanMeter, Chapter 18</p> <p><b>Evaluation</b> Exam 3 and Quiz 4</p>

**Module 7: Cardiovascular Disorders**

Module 7 Objectives	Outline	Preparation and Evaluation
<p>1. Describe the principles that govern blood flow and pump function.</p> <p>2. Discuss the factors influencing the systemic blood pressure and blood flow.</p> <p>3. Identify the risk factors for atherosclerosis and discuss the progression of atherosclerotic heart disease from risk factor identification through the complications of acute myocardial</p>	<p>1) Alterations of flow a) Principles b) Atherosclerosis c) Ischemia vs. infarction d) Aneurysm e) Hypertension f) Venous flow i) Varicose Veins ii) Deep Vein Thrombosis</p> <p>2) Alterations in Pump a) principles</p>	<p><b>Read Chapter 12</b></p> <p><b>Evaluation:</b> Exam 3 and Quiz 4</p>

<p>infarction.</p> <ol style="list-style-type: none"> <li>4. Discuss the physiologic effects of hypertension.</li> <li>5. Describe venous flow disturbances and potential complications.</li> <li>6. Discuss the factors that determine effective heart pumping functions, including dysrhythmias and structural defects.</li> <li>7. Compare left and right heart failure, including causation, manifestations, treatment, and complications.</li> <li>8. Identify and describe the pathophysiologic effects of shock.</li> </ol>	<ol style="list-style-type: none"> <li>b) impulse conduction</li> <li>c) structural defects             <ol style="list-style-type: none"> <li>i) valves</li> <li>ii) congenital defects</li> </ol> </li> <li>d) pump failure             <ol style="list-style-type: none"> <li>i) left sided</li> <li>ii) right sided</li> </ol> </li> <li>e) cardiomyopathy</li> <li>f) restriction</li> </ol> <ol style="list-style-type: none"> <li>3) Shock             <ol style="list-style-type: none"> <li>a) processes</li> <li>b) origins                 <ol style="list-style-type: none"> <li>i) cardiogenic</li> <li>ii) hypovolemic</li> <li>iii) neurogenic</li> <li>iv) septic</li> </ol> </li> </ol> </li> </ol>	
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**Module 8: Reproductive Disorders**

Module 8 Objectives	Outline	Preparation and Evaluation
<ol style="list-style-type: none"> <li>1. Explain the function of the female and male reproductive systems.</li> <li>2. Discuss the causes and effects of pelvic inflammatory disease and endometriosis.</li> <li>3. Compare and contrast the primary cancers of women: ovarian, cervical and breast.</li> <li>4. Review the differences between benign prostatic hypertrophy and prostate cancer as it relates to male reproductive function.</li> <li>5. Compare and contrast common sexually transmitted diseases.</li> </ol>	<ol style="list-style-type: none"> <li>1) Female Reproductive Problems             <ol style="list-style-type: none"> <li>a) Pelvic Inflammatory Disease</li> <li>b) endometriosis</li> <li>c) Cancers                 <ol style="list-style-type: none"> <li>i) Cervical</li> <li>ii) ovarian</li> <li>iii) breast</li> </ol> </li> </ol> </li> <li>2) Male Reproductive Problems             <ol style="list-style-type: none"> <li>a) Benign Prostatic Hypertrophy</li> <li>b) Prostatic cancer</li> </ol> </li> <li>3) Sexually Transmitted Diseases             <ol style="list-style-type: none"> <li>a) bacterial</li> <li>b) viral</li> </ol> </li> </ol>	<p><b>READ:</b> VanMeter, Chapter 19</p> <p><b>Evaluation</b> <b>Exam 3 and Quiz 5</b></p>

**Skin Disorders**

Module 8 Objectives	Outline	Preparation and Evaluation
<ol style="list-style-type: none"> <li>1. Describe common skin lesions.</li> <li>2. Discuss conditions of inflammation of the skin.</li> <li>3. Compare and contrast skin cancers.</li> <li>4. Discuss the pathologic results of a thermal injury.</li> </ol>	<ol style="list-style-type: none"> <li>1. Anatomy of Skin             <ol style="list-style-type: none"> <li>a. Structure</li> <li>b. Function</li> </ol> </li> <li>2. Inflammation             <ol style="list-style-type: none"> <li>a. Processes and Effects</li> <li>b. Common lesions</li> </ol> </li> <li>3. Cancers             <ol style="list-style-type: none"> <li>a. Causes and effects</li> <li>b. Conditions                 <ol style="list-style-type: none"> <li>1. Basal cell</li> <li>2. Squamous Cell</li> <li>3. Melanoma</li> </ol> </li> </ol> </li> <li>4. Thermal Injuries             <ol style="list-style-type: none"> <li>a. Causes</li> </ol> </li> </ol>	<p><b>READ:</b> VanMeter Chapter 8, and pp, 79-85 (Burns)</p> <p><b>Evaluation:</b> <b>Exam 3 and Quiz 5</b></p>

	<ul style="list-style-type: none"> <li>b. Degree                             <ul style="list-style-type: none"> <li>1. Partial Thickness</li> <li>2. Deep Partial Thickness</li> <li>3. Full Thickness</li> </ul> </li> <li>c. Effects                             <ul style="list-style-type: none"> <li>1. Shock</li> <li>2. Pain</li> <li>3. Infection</li> </ul> </li> </ul>	
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**Module 9: Musculoskeletal Disorders**

<b>Module 9 Objectives</b>	<b>Outline</b>	<b>Preparation and Evaluation</b>
<ul style="list-style-type: none"> <li>1. Describe the structure and function of bones and muscles, including interaction of systems.</li> <li>2. Describe the process of bone fractures and healing.</li> <li>3. Discuss degenerative conditions of the bone and joints.</li> </ul>	<ul style="list-style-type: none"> <li>1) Structure and Function                             <ul style="list-style-type: none"> <li>a) Bones</li> <li>b) Joints</li> <li>c) Muscles</li> </ul> </li> <li>2) Bones and Joints                             <ul style="list-style-type: none"> <li>a) Fractures</li> <li>b) Degenerative Bones and Joints                                     <ul style="list-style-type: none"> <li>i) Osteoporosis</li> <li>ii) Osteoarthritis</li> <li>iii) Rheumatoid Arthritis</li> <li>iv) Gout</li> </ul> </li> </ul> </li> <li>3) Muscles                             <ul style="list-style-type: none"> <li>a) Fibromyalgia</li> </ul> </li> </ul>	<p><b>READ:</b> VanMeter, Chapter 9</p> <p><b>Evaluation:</b> <b>Exam 4 and Quiz 6</b></p>

**Module 10: Acute Neurological Disorders**

<b>Module 10 Objectives</b>	<b>Outline</b>	<b>Preparation and Evaluation</b>
<ul style="list-style-type: none"> <li>1. Discuss causes and outcomes of increased intracranial pressure, including causes.</li> <li>2. Explain causes and outcomes of alterations in cranial blood flow focusing on ischemic events.</li> <li>3. Discuss clinical symptoms of spinal cord injuries including differentiation, loss of function and levels of disability.</li> </ul>	<ul style="list-style-type: none"> <li>1) Increased Intracranial Pressure                             <ul style="list-style-type: none"> <li>a) causes                                     <ul style="list-style-type: none"> <li>i) brain trauma</li> <li>ii) space occupying lesions</li> <li>iii) hemorrhage</li> <li>iv) edema</li> </ul> </li> <li>b) compensatory mechanisms</li> <li>c) manifestations of ICP                                     <ul style="list-style-type: none"> <li>i) early</li> <li>ii) late</li> </ul> </li> </ul> </li> <li>2) Cranial blood flow                             <ul style="list-style-type: none"> <li>a) Cerebral Vascular Accident</li> </ul> </li> <li>3) Spinal Cord Injuries                             <ul style="list-style-type: none"> <li>a) partial</li> <li>b) transaction</li> <li>c) neurogenic shock</li> </ul> </li> </ul>	<p><b>READ:</b> VanMeter, Chapter 14</p> <p><b>Evaluation:</b> <b>Exam 4 and Quiz 6</b></p>

**Chronic Neurological Disorders**

<b>Module 10 Objectives</b>	<b>Outline</b>	<b>Preparation and Evaluation</b>
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<ol style="list-style-type: none"> <li>1. Discuss causes and outcomes of seizure disorders.</li> <li>2. Explain causes and outcomes of dementias.</li> <li>3. Discuss causes and outcomes of chronic degenerative neuromuscular conditions.</li> </ol>	<ol style="list-style-type: none"> <li>1) Seizure Disorders             <ol style="list-style-type: none"> <li>a) Risk Factors</li> <li>b) Neurologic alterations</li> <li>c) Characteristics</li> </ol> </li> <li>2) Dementias             <ol style="list-style-type: none"> <li>a) Neurologic manifestations</li> <li>b) Phases                 <ol style="list-style-type: none"> <li>i) Early</li> <li>ii) late</li> </ol> </li> </ol> </li> <li>3) Chronic Neuromuscular Disorders             <ol style="list-style-type: none"> <li>a) Neurotransmitters                 <ol style="list-style-type: none"> <li>i) Parkinson's</li> </ol> </li> <li>b) Nerve degeneration                 <ol style="list-style-type: none"> <li>i) Multiple Sclerosis</li> </ol> </li> </ol> </li> </ol>	<p><b>READ:</b> VanMeter, Chapter 14</p> <p><b>Evaluation:</b> <b>Exam 4 and Quiz 6</b></p>
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**Pain**

Module 10 Objectives	Outline	Preparation and Evaluation
<ol style="list-style-type: none"> <li>1. Explore concepts of pain perception, modulation and clinical manifestations.</li> </ol>	<ol style="list-style-type: none"> <li>1) Pain             <ol style="list-style-type: none"> <li>a) transmission                 <ol style="list-style-type: none"> <li>i) reflex arcs</li> <li>ii) sensory tracts</li> </ol> </li> <li>b) Interpretation</li> </ol> </li> <li>2) manifestations</li> </ol>	<p><b>READ:</b> VanMeter, Chapter 4</p> <p><b>Evaluation:</b> <b>Exam 4 and Quiz 6</b></p>

**Module 11: Respiratory Disorders**

Module 11 Objectives	Outline	Preparation and Evaluation
<ol style="list-style-type: none"> <li>1. Explain the mechanics and controls of ventilation.</li> <li>2. Discuss the pathological processes of inflammation and how it effects air movement in the lungs.</li> <li>3. Describe the mechanical changes of lung or chest trauma that interfere with air movement.</li> <li>4. Discuss the pathological processes that precipitate a change in gas exchange in the lung.</li> <li>5. Describe the pathological mechanisms and effects of changes in pulmonary blood flow.</li> </ol>	<ol style="list-style-type: none"> <li>1. Controls             <ol style="list-style-type: none"> <li>a. Thoracic mechanics</li> <li>b. Chemical controls</li> </ol> </li> <li>2. Inflammation             <ol style="list-style-type: none"> <li>a. Processes and Effects</li> <li>b. Conditions                 <ol style="list-style-type: none"> <li>1. Asthma</li> <li>2. Pneumonia</li> <li>3. Tuberculosis</li> <li>4. Lung Cancer</li> </ol> </li> </ol> </li> <li>3. Mechanical Alterations             <ol style="list-style-type: none"> <li>a. Causes and effects</li> <li>b. Conditions                 <ol style="list-style-type: none"> <li>1. Pneumothorax</li> <li>2. Chest wall trauma</li> </ol> </li> </ol> </li> <li>4. Gas Exchange Alterations             <ol style="list-style-type: none"> <li>a. Causes and Effects</li> <li>b. Conditions                 <ol style="list-style-type: none"> <li>1. Cystic Fibrosis</li> <li>2. Chronic Bronchitis</li> </ol> </li> </ol> </li> </ol>	<p><b>READ:</b> VanMeter, Chapter 13</p> <p><b>Evaluation:</b> <b>Exam 4 and Quiz 7</b></p>



	<ul style="list-style-type: none"> <li>3. Emphysema</li> <li>4. Pulmonary Edema</li> <li>5. Blood Flow Alterations                             <ul style="list-style-type: none"> <li>a. Causes and effects</li> <li>b. Conditions                                     <ul style="list-style-type: none"> <li>1. Pulmonary Embolus</li> <li>2. Pulmonary Hypertension</li> </ul> </li> </ul> </li> </ul>	
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**Module 12: Endocrine Disorders**

<b>Module 12 Objectives</b>	<b>Outline</b>	<b>Preparation and Evaluation</b>
<ul style="list-style-type: none"> <li>1. Discuss the regulation of hormone secretion by positive and negative feedback loops.</li> <li>2. Compare and contrast Type 1 and Type 2 diabetes mellitus.</li> <li>3. Describe the degenerative complications of diabetes mellitus.</li> <li>4. Describe the condition of alterations in ADH on body function.</li> <li>5. Discuss the effects of thyroid hormone and effects of alterations on the metabolism.</li> <li>6. Discuss the role of corticosteroids in body function and changes when levels are altered.</li> <li>7. Discuss the functions of aldosterone on body functions.</li> </ul>	<ul style="list-style-type: none"> <li>4) Hormonal control                             <ul style="list-style-type: none"> <li>a) Feedback loops</li> <li>b) Target cell receptors</li> </ul> </li> <li>5) Pancreas - Insulin                             <ul style="list-style-type: none"> <li>a) Diabetes Mellitus, type 1</li> <li>b) Diabetes Mellitus, type 2</li> <li>c) Complications</li> </ul> </li> <li>6) Pituitary – Antidiuretic Hormone                             <ul style="list-style-type: none"> <li>a) SIADH</li> <li>b) Diabetes Insipidus</li> </ul> </li> <li>7) Thyroid – thyroxine                             <ul style="list-style-type: none"> <li>a) Hyperthyroid (Graves)</li> <li>b) Hypothyroid (Myxedema)</li> </ul> </li> <li>8) Adrenal -                             <ul style="list-style-type: none"> <li>a) Corticosteroids                                     <ul style="list-style-type: none"> <li>i) Too much</li> <li>ii) Too Little</li> </ul> </li> <li>b) Aldosterone                                     <ul style="list-style-type: none"> <li>i) Too much</li> <li>ii) Too little</li> </ul> </li> </ul> </li> </ul>	<p><b>READ:</b> Gould, Chapter 16</p> <p><b>Evaluation:</b> <b>Exam 5 and Quiz 8</b></p>

**Module 13: Digestive System Disorders**

<b>Module 13 Objectives</b>	<b>Outline</b>	<b>Preparation and Evaluation</b>
<ul style="list-style-type: none"> <li>1. Describe the physiologic alterations that occur in relation to infectious processes that cause gastroenteritis, hepatitis and pancreatitis.</li> <li>2. Identify the consequences of obstruction at various sites in the GI tract.</li> <li>3. Describe the causes, manifestations, treatments, outcomes, and complications of gastritis including ulcer disease and reflux problems.</li> <li>4. Describe inflammatory bowel</li> </ul>	<ul style="list-style-type: none"> <li>1) Conditions of Upper Gastrointestinal System                             <ul style="list-style-type: none"> <li>a) Gastroesophageal Reflux (GERD)</li> <li>b) Peptic Ulcer Disease (PUD)</li> <li>c) Gastroenteritis                                     <ul style="list-style-type: none"> <li>(a) Bacterial</li> <li>(b) viral</li> </ul> </li> </ul> </li> <li>2) Conditions of Lower Gastrointestinal System                             <ul style="list-style-type: none"> <li>a) Inflammatory Bowel Disease</li> <li>b) Diverticulosis</li> <li>c) Bowel Obstruction</li> </ul> </li> <li>3) Conditions of Accessory Organs</li> </ul>	<p><b>READ:</b> VanMeter, Chapter 17</p> <p><b>Evaluation:</b> <b>Exam 5 and Quiz 8</b></p>

<p>diseases-- ulcerative colitis and Crohn's disease—and diverticular disease.</p> <p>5. Discuss the similarities and differences between acute and chronic pancreatitis.</p> <p>6. Discuss the pathophysiologic alterations that occur with liver failure.</p>	<p>a) Liver</p> <ul style="list-style-type: none"><li>i) Hepatitis</li><li>ii) Cirrhosis</li><li>iii) Failure</li></ul> <p>b) Pancreatitis</p> <p>c) Cholecystitis</p>	
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