Instructor: Greg Erianne, PhD
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Phone: 973.328.5377
Office: Sheffield Hall, Room 205
On Campus Office Hours: Wednesday and Friday from 9:30 until 10:30 am
Science Center Tutoring Hours: Tuesdays from 9:30 until 11:00 am

Email is the best way to reach me.
*Please allow 24 hours for me to respond to your emails.

COURSE INFORMATION

Course: PATHOPHYSIOLOGY
Cat. No. BIO 274
Credit Hours: 3
Course Fee: None
Prerequisite: Minimum grade of C required for all prerequisites.
    BIO 101 (Anatomy & Physiology I)
    BIO 102 (Anatomy & Physiology II)
    CHM 117 (Introductory Chemistry)

Co-requisite: None

Day and Time: August 30 - December 19, 2017
    16-Weeks, completely online

*EXAMS WILL BE HELD IN THE CCM TESTING CENTER, PLEASE MAKE
    APPROPRIATE ARRANGEMENTS.

Participatory Space: Blackboard

Course Description
Pathophysiology is a course which studies the physiological alterations associated with common
disease processes which affect human beings across the lifespan. Common diseases of the major
organ systems are covered as well as such general issues as infection, neoplasm, inflammation, fluid
and electrolyte imbalance, trauma, and shock.

Statement of Relationship to Curriculum
BIO 274 cannot be used to fulfill a requirement any biology major. This course may be used as a
free elective, and may transfer to BSN programs.
Purpose of the Course
Pathophysiology is “the study of abnormal physiological processes that cause, or are associated with, disease or injury.” (Oxford English Dictionary) A course in pathophysiology is crucial to those who want to be successful healthcare providers and valuable members of any clinical team that treats illness or injury. Understanding how disease and injury affect the body is pivotal in understanding how to help patients and develop care plans for them.

Importantly, pathophysiology has anatomy and physiology as its foundation. Whereas, anatomy and physiology show the processes of the body and its systems in a state of homeostasis, pathophysiology examines how the body and its systems are affected and/or adapt when disease or injury occurs. The main focus of this course is to help you understand how the body reacts, and adapts, to disease and injury by leading you from what you already know (anatomy & physiology) to an understanding of the etiologies, mechanisms, and outcomes of homeostasis gone wrong, i.e., disease and injury.

Course Competencies and Learning Outcomes
Upon the successful completion of this course, student assessments will demonstrate competencies and measurable skills in the following areas:

1. Relate the fundamental changes in homeostasis that occur at the molecular and cellular levels to cellular alterations and adaptations that occur during disease pathogenesis.
2. Compare and contrast general pathophysiologic changes at the molecular and cellular levels to normal anatomic structure and physiologic function.
3. Analyze the role of genetic and environmental influences on disease pathogenesis and pathophysiology.
4. Relate pathophysiologic changes at the cellular and molecular levels to changes in normal anatomy and physiology occurring at the tissue, organ, system, and organism levels.
5. Categorize and classify systemic pathophysiologic processes in selected organ systems to formulate conceptual models of disease processes that can explain clinical manifestations associated with diseases within the selected systems.
6. Assess the influence and importance of pathophysiological processes of selected organ systems on the clinical manifestations associated with selected diseases of those systems.

Required Resources


3. All Additional Resources in BLACKBOARD

**Required Supplies**
Access to Internet-enabled computer.
NOTE: If you foresee any challenges with computer access, you must discuss it with me ASAP.

**COURSE EXPECTATIONS**

1. **Grading:** See *Assignment Expectations* or *Blackboard within the Syllabus and Policies link*.

2. **Netiquette or E-Etiquette:**
   You are expected to conduct yourself in a professional manner.
   A. All communication should be written and spoken in a professional manner.
   B. Avoid offensive language, especially comments that might be construed as racist or sexist.
   C. Online messages can be quite informal, but you are expected to express yourself using proper spelling, capitalization, grammar, usage, and punctuation.
   D. Be careful with humor and sarcasm: it may not 'read' as you intended.
   E. Do not use all CAPITAL LETTERS. It indicates that you are yelling.
   F. Most importantly, keep written and/or spoken interactions appropriate.

3. **Participation:**
Courses that are conducted fully online differ from face-to-face courses in a number of ways. Unlike face-to-face class sessions where the work to be done each session is spelled out in the syllabus, fully online courses tend to be somewhat more fluid with respect to what gets done/read/written, and when. This means a fully online course is flexible in terms of *when* you can do what you are required to, and can be adjusted to suit your own schedule. But it also means that you have an increased responsibility to stay on top of things and to take charge of your own learning by jumping in and exploring right from the start, rather than leaving everything to the last minute, or baulking at the first hurdle.

The course will include only *asynchronous* interactions mainly through Blackboard.

A. Due to the nature of this intensive online course, expect to put in a significant number of hours per week for the course both offline and online. *Expect to invest at least 15-20 hours per week to be successful in this course. Remember, this is a 200-level course and you are expected to take the initiative to do what you need to do.*

B. The readings and recommended websites listed in the course schedule below comprise the bare minimum for this course. If it's necessary for your understanding of the material, you are expected to take the initiative to go beyond these resources in your own reading and explorations and seek out information on topics, content, how-tos, e.g., Google, publisher's websites, etc., that will help you understand the material.
# Department of Biology and Chemistry
## Biology 274 Online (BIO-274-O): Pathophysiology
### COURSE SYLLABUS

*This schedule is tentative and may be changed if necessary.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus and Schedule</th>
<th>Tasks and Readings</th>
</tr>
</thead>
</table>
| 1    | Course Preparation:  
1. Familiarize yourself with Blackboard  
2. Read through the entire Syllabus & Assignment Expectations  
Focus:  
1. Introduction to Course  
Objective:  
1. Become familiar with the online course layout, resources, assessment schedule, and available help.  
Focus:  
1. Health and Disease  
2. Cellular Pathology: Injury, Inflammation, and Repair  
Objectives:  
1. Using terminology from your textbook, explain disease as a departure from homeostasis, discuss the general etiologies and influences causing disease, and relate examples of common symptoms and signs observed in disease states.  
2. Name and describe the different types of stem cells, and differentiate among labile, stable, and |
|      | To Do:  
1. View introductory video  
2. Review online course structure, syllabus, and course calendar  
3. Complete the quiz questions at the end of the video(s) with a minimum of 80%.  
4. Discussion: Self-Introduction on the Discussion Board, and respond to THREE of your classmates’ introductions.  
Read:  
1. Chapter 1  
2. Chapter 2, pp. 20-41  
To Do:  
1. View PowerPoint presentation slides/videos for selected topics listed on syllabus for Week 1  
2. Complete/repeat each presentation quiz until a minimum score of 80% is achieved.  
3. View LWW “thePoint” videos for Chapters 2 and 3.  
4. Complete Study Guide Exercises as indicated on the syllabus.  
5. Post to “Help Your Classmates” and relate how what you posted helped you, or what question it answered for you; respond to one of your classmates’ posts. |
permanent stem cells.

3. Discuss the various mechanisms of cell injury, and describe possible cellular adaptations to those injuries

4. Describe the processes of inflammation and repair, and relate their importance to the process of restoring homeostasis following cellular and tissue injury.

**Assignments:**

1. **Your Choice Blog:** Select from one of the topics below:
   - *Health and Disease:* Select a “lifestyle” disease and discuss how a person's decisions may alleviate or exacerbate the symptoms and why.
   - *Stem Cells:* Select a specific way stem cells are being used for injury, disease, etc and discuss the type of stem cell and how it helps with the healing and restoration process.

2. **Complete Week 1 Chapter Quiz**
Focus:
1. Disorders of the Immune System
2. Infectious Diseases

Objectives:
1. Explain the pathogenesis and manifestations of the four types of hypersensitivity and give examples of each type.
2. Explain the mechanisms of allergic reactions, autoimmune diseases, and atopy; describe the pathogenesis and manifestations representative examples of each.
3. Explain the mechanisms of genetic, congenital, and acquired immunodeficiency diseases describe the pathogenesis and manifestations of a representative example in each category.
4. Summarize the three mechanisms that are responsible for causing damage to tissue from infectious organisms; describe the host response to tissue damage.
5. Discuss the general pathogenesis & host response to viruses, bacteria, fungi, and parasites.
6. Generate a table to compare the clinical presentations and pathological findings of the most common sexually transmitted diseases.

Read:
1. Chapter 3, pp-77
2. Chapter 4, pp 79-109

To Do:
1. View PowerPoint presentation slides/videos for selected topics listed on syllabus for Week 2
2. Complete/repeat each presentation quiz until a minimum score of 80% is achieved.
3. View LWW “the Point” videos for Chapters 3 and 4.
4. Explore the following:
   #1 Tuberculosis
   #2 Anaphylaxis
5. Complete Study Guide Exercises as indicated on the syllabus.
6. Post to “Help Your Classmates” and relate how what you posted helped you, or what question it answered for you; respond to one of your classmates’ posts.

Assignments:
1. Complete Week 2 Chapter Quiz
2. Discussion: Mantoux Skin Test for *Mycobacterium tuberculosis* (TB)?
### Focus:
1. Neoplasia

### Objectives:
1. Explain how the name of a tumor provides insight into its composition and prognosis and whether there are any exceptions to this naming convention.
2. Use examples from the text to explain the various etiologies responsible for carcinogenesis.
3. List the seven hallmarks of cancer and describe their relationship with the pathogenesis of cancer.
4. Discuss the role of the four types of genes mutated in neoplasia.

### Read:
1. Chapter 5, pp. 116-138

### To Do:
1. **View** PowerPoint presentation slides/videos for selected topics listed on syllabus for Week 3.
2. **Complete/repeat** each presentation quiz until a minimum score of 80% is achieved.
3. **Explore** the following:
   - #1 Nomenclature/grading of cancer
   - #2 Etiology of carcinogenesis
   - #3 Genetic basis of cancer
4. **Complete** Study Guide Exercises as indicated on the syllabus.
5. **Post** to “Help Your Classmates” and relate how what you posted helped you, or what question it answered for you; respond to one of your classmates’ posts.

### Assignments:
1. **Complete Week 3 Chapter Quiz**
2. **Group Project Wiki**: Project leader should post Group Project Topic. Include the title and target audience for your project, names of your group members, and an executive summary of your Educational Pamphlet/Video/Audio Project. See the Assignment Calendar for final project due date and assignment details.
3. **TNOD Chapter 5 Case Study (p. 115) and Case Notes Part I** – Answer Questions on topics (in yellow boxes in TNOD textbook) for this week, follow up on three of your classmates’ posts. (See Assignment Calendar for initial/follow-up posting dates.)
Focus:
1. Neoplasia II

Objectives:
1. Discuss the biology of neoplastic growth including importance of heterogeneity, doubling time, growth fraction, angiogenesis, metastatic potential, and immunodeficiency in tumor prognosis.
2. Describe the local and systemic (paraneoplastic) effects that are potential manifestations secondary to the presence of tumor

Read:
1. Chapter 5, pp. 116-138

To Do:
1. View PowerPoint presentation slides/videos for selected topics listed on syllabus for Week 4
2. Complete/repeat each presentation quiz until a minimum score of 80% is achieved.
3. Explore the following (TBD):
   #1 Cancer growth
   #2 Paraneoplastic syndromes
4. Complete Study Guide Exercises as indicated on the syllabus.
5. Post to “Help Your Classmates” and relate how what you posted helped you, or what question it answered for you; respond to one of your classmates’ posts.

Assignments:
1. Complete Week 4 Chapter Quiz
2. TNOD Chapter 5 Case Study (p. 115) and Case Notes Part II – Answer Questions on topics for this week, follow up on three of your classmates’ posts. (See Assignment Calendar for initial/follow-up posting dates.)
<table>
<thead>
<tr>
<th>Focus:</th>
<th>Read:</th>
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<tbody>
<tr>
<td>Focus:</td>
<td>Read:</td>
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<tr>
<td><strong>Objectives:</strong></td>
<td><strong>To Do:</strong></td>
</tr>
<tr>
<td>1. Discuss the types of edema and separate them into exudates and transudates.</td>
<td>1. <strong>View</strong> PowerPoint presentation slides/videos for selected topics listed on syllabus for Week 5</td>
</tr>
<tr>
<td>2. Use examples from the TNOD chapter to discuss the difference between hypertonic, hypotonic.</td>
<td>2. <strong>Complete/repeat</strong> each presentation quiz until a minimum score of 80% is achieved.</td>
</tr>
<tr>
<td>3. Describe the signs and symptoms of electrolyte imbalances of sodium, potassium, calcium, phosphate, magnesium, and chloride.</td>
<td>3. <strong>View</strong> LWW “thePoint” videos for Chapter 6.</td>
</tr>
<tr>
<td>4. Discuss the types of acid-base imbalance, and how compensation acts to restore homeostasis.</td>
<td>4. <strong>Complete</strong> Study Guide Exercises as indicated on the syllabus.</td>
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<tr>
<td><strong>6</strong></td>
<td>5. <strong>Post</strong> to “Help Your Classmates” and relate how what you posted helped you, or what question it answered for you; respond to one of your classmates’ posts.</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
<td><strong>Assignments:</strong></td>
</tr>
<tr>
<td>1. Explain the difference between congestion and hyperemia, and cite examples of when each would be expected to occur.</td>
<td>1. <strong>Complete Week 5 Chapter Quiz</strong></td>
</tr>
<tr>
<td>2. Classify hemorrhages by size, and discuss their</td>
<td>2. Your Choice Blog:</td>
</tr>
<tr>
<td></td>
<td>a. Electrolyte Imbalances</td>
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<td></td>
<td>b. Homeostasis</td>
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<tr>
<td></td>
<td>1. Chapter 6, pp. 157-175</td>
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<tr>
<td><strong>To Do:</strong></td>
<td><strong>To Do:</strong></td>
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<tr>
<td>1. <strong>View</strong> PowerPoint presentation slides/videos for selected topics listed on syllabus for Week 6; achieve mastery of the material by completing/repeating each presentation quiz until a minimum score of 80% is achieved.</td>
<td>2. <strong>View</strong> LWW “thePoint” videos for Chapter 6.</td>
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<tr>
<td>Focus:</td>
<td>Assignments:</td>
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<tr>
<td>Disorder of Blood Cell</td>
<td>1. Complete Study Guide Exercises as indicated on the syllabus.</td>
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<tr>
<td>Disorder of Blood Vessels</td>
<td>3. Complete Study Guide Exercises as indicated on the syllabus.</td>
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<tr>
<td>Objectives:</td>
<td>Assignments:</td>
</tr>
<tr>
<td>1. Compare and contrast the types of red blood cell (RBC) disorders resulting from underproduction, overproduction, and pathological destruction; describe the consequences of each type of abnormality.</td>
<td>1. Complete Week 6 Chapter Quiz</td>
</tr>
<tr>
<td>2. Discuss the types of nonmalignant disorders of leukocytes and lymph nodes and describe the clinical manifestations typically associated each.</td>
<td>2. Discussion: Exam Review Topics</td>
</tr>
<tr>
<td>3. Describe the general pathogenesis of the white blood cell (WBC) malignancies, and classify</td>
<td><strong>Schedule Unit 1 Exam at CCM Testing Center. See exam availability dates on the Assignments Calendar.</strong></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Read:</th>
<th>To Do:</th>
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</thead>
<tbody>
<tr>
<td>1. Chapter 7, pp. 183-206</td>
<td>1. View PowerPoint presentation slides/videos for selected topics listed on syllabus for Week 7</td>
</tr>
<tr>
<td>2. Chapter 8, pp. 218-232</td>
<td>2. Complete/repeat each presentation quiz until a minimum score of 80% is achieved.</td>
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<td>3. View LWW “thePoint” videos for Chapters 7 and 8.</td>
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<td>4. Explore the following (TBD):</td>
</tr>
<tr>
<td></td>
<td>- #1 Anemias</td>
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<td></td>
<td>- #2 WBC malignancies</td>
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<td></td>
<td>5. Complete Study Guide Exercises as indicated on the syllabus.</td>
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<tr>
<td></td>
<td>6. Post to “Help Your Classmates” and relate how what you posted</td>
</tr>
</tbody>
</table>
### Focus:
1. Disorders of the Heart

#### Objectives:
1. Create a table to compare and contrast the different types of heart failure, discussing their etiology, clinical signs/symptoms.
2. Explain the etiology of coronary artery disease (CAD) and correlate its pathogenesis with the signs/symptoms and complications of CAD.
3. Identify the causes of valvular heart disease and explain its pathogenesis and potential sequellae.

### Assignments:

1. **UNIT 1 EXAM** at CCM Testing Center covering *Weeks 1 through 6* (Proctored, graded exam. See Syllabus for Details).
2. **Complete Week 7 Chapter Quiz**
3. **Classification:** Develop two, separate classification tools, e.g., table, tree diagram, concept map, etc., for the disorders of RBCs and another for WBCs and post your result. (You may use an online tool, but please cite where you took the tool from and be sure to develop your classification by yourself.) This assignment is **due by the end of WEEK 8**. See the Assignment Expectations document for details about this assignment.

#### Read:
1. Chapter 9, pp. 244-262, 267-272

#### To Do:
1. **View** PowerPoint presentation slides/videos for selected topics listed on syllabus for Week 8
2. **Complete/repeat** each presentation quiz until a minimum score of 80% is achieved.
3. **View** LWW “thePoint” videos for Chapter 9.
4. **Explore** the following (TBD):
   - #1 Coronary artery disease
   - #2 Heart failure

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malignant disorders of leukocytes and lymph nodes, providing the major pathology of each WBC malignant disorder.

4. Discuss the risk factors, clinical manifestations, and pathological findings associated with hypertension, atherosclerosis, and aneurysms/dissections.

5. Describe the pathogenesis and pathological findings associated with the affected vessel, and the clinical manifestations of the two major types of vasculitides (inflammatory vascular disorders) and Raynaud Syndrome.

6. Describe the pathogenesis, clinical manifestations, and potential sequellae of varicose veins and thrombophlebitis.

helped you, or what question it answered for you; respond to one of your classmates’ posts.
4. Identify the causes of diseases of the myocardium and explain the sequellae of myocardial disease.
5. Explain the etiology of pericardial effusions and pericarditis, and describe how normal function of the heart is affected by these conditions.
6. Generate a summary diagram, e.g., tree diagram, concept map, of the categories of cardiac arrhythmias and, for each, provide a one-sentence summary of the arrhythmias in each category.

Assignments:
1. **Due:** Classification tools for the disorders of RBCs and WBCs
2. **Complete Week 8 Chapter Quiz**

Read:
1. Chapter 10, pp. 282-302
2. Chapter 11, pp. 322-328, 333-348

To Do:
1. **View** PowerPoint presentation slides/videos for selected topics listed on syllabus for Week 9
2. **Complete/repeat** each presentation quiz until a minimum score of 80% is achieved.
3. **View** LWW “thePoint” videos for Chapter 10.
4. **Explore** the following:
   - #1 ARDS
   - #2 COPD
   - #3 Pulmonary hypertension
   - #4 Pulmonary function testing
5. **Complete** Study Guide Exercises as indicated on the syllabus.
6. **Post** to “Help Your Classmates” and relate how what you posted helped you, or what question it answered for you; respond to one of your classmates’ posts.
### Focus:
1. Disorders of the Gastrointestinal (GI) Tract

#### Objectives:
1. Create a table describing the generalized, classic signs and symptoms (S&S) of GI disorders.
2. List the two major categories of GI bleeding and describe the manifestations of GI bleeding seen in each category.
3. Create a table summarizing the diseases of the esophagus and stomach, including the causative agents and pathogenesis.
4. Categorize the organisms responsible for causing enteritis of the small and large bowel and list the target location and major symptoms caused by each.

### Read:
1. Chapter 11, pp. 333-348
2. Chapter 12, pp. 357-376; 377-381

### To Do:
1. View PowerPoint presentation slides/videos for selected topics listed on syllabus for Week 10
2. Complete/repeat each presentation quiz until a minimum score of 80% is achieved.
3. View LWW “thePoint” videos for Chapter 11.
4. Explore the following (TBD):
   - #1 GERD
   - #2 IBD
   - #3 Colon Cancer
5. Complete Study Guide Exercises as indicated on the syllabus.
6. Post to “Help Your Classmates” and relate how what you posted helped you, or what question it answered for you; respond to one of your classmates’ posts.

### Assignments:
1. Complete Week 9 Chapter Quiz
2. Your Choice Blog:
   a. ARDS:
   b. COPD:
   c. Pulmonary hypertension
   d. Pulmonary function testing

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- discuss the pathogenesis of diseases in each category.
- Illustrate the “vicious cycle” of pulmonary hypertension, and describe the classic presentation of someone with this disorder.
- Classify pneumonias according to their anatomic forms, and discuss the causes of the different types of pneumonias.
- Generate a table to compare small-cell and nonsmall-cell carcinomas of the lung, and indicate the typical prognosis of each type.
<table>
<thead>
<tr>
<th>Focus:</th>
<th>Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Disorders of the Liver and Hepatobiliary Tract</td>
<td>1. Complete Week 10 Chapter Quiz</td>
</tr>
<tr>
<td>2. Disorders of the Pancreas</td>
<td>2. Your Choice Blog:</td>
</tr>
<tr>
<td>Objectives:</td>
<td>a. GERD</td>
</tr>
<tr>
<td>1. Summarize the four general clinical syndromes of liver disease, providing the etiology and pathogenesis of each syndrome</td>
<td>b. IBD</td>
</tr>
<tr>
<td>2. Create a table to compare HAV, HBV, and HCV in terms of their: mode of transmission, incubation period, carrier state, ability to cause chronic hepatitis, ability to cause fulminant hepatitis, and ability to cause hepatocellular carcinoma.</td>
<td>c. Colon Cancer</td>
</tr>
<tr>
<td>3. Group Project Wiki: Project leader should post the Group Project Interim Summary. Include the thesis/objective of the project, names of your group members, and describe the major points that will be covered by the project. See the Assignment Expectations for guidelines, and the Assignments Calendar for submission due date.</td>
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</tbody>
</table>

**Read:**

1. Chapter 14, pp. 417-440

**To Do:**

1. View PowerPoint presentation slides/videos for selected topics listed on syllabus for Week 11
2. Complete/repeat each presentation quiz until a minimum score of 80% is achieved.
4. Explore the following:
   - #1 Hepatitis B (HBV)
   - #2 Acetaminophen and acute liver failure
   - #3 Cholelithiasis
5. Complete Study Guide Exercises as indicated on the syllabus.
3. Describe the acute and chronic changes induced in the liver by alcohol abuse.
4. Classify and summarize diseases of the intrahepatic and extrahepatic bile ducts/gallbladder.
5. Name the causes of prehepatic, intrahepatic, and posthepatic obstruction of blood flow.
6. List the tumors that can arise in the liver, and state which are benign and which are malignant.
7. Summarize the etiology, clinical presentation, and consequences of acute and chronic pancreatitis.
8. Explain the clinical presentation and complications of adenocarcinoma of the pancreas, and give a reasonable estimate of the five-year survival rate.

6. **Post** to “Help Your Classmates” and relate how what you posted helped you, or what question it answered for you; respond to one of your classmates’ posts.

**Assignments:**
1. **Complete Week 11 Chapter Quiz**
2. **TNOD Chapter 13 Case Study (p. 385) and Case Notes** Answer Questions on topics for this week, follow up on three of your classmates’ posts. (See Assignment Calendar for initial/follow-up posting dates.)
3. **Discussion:** Exam Review Topics

**Schedule Unit 2 Exam at CCM Testing Center.** See exam availability dates on the Assignments Calendar.

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**Focus:**
1. Disorders of the Endocrine System

**Objectives:**
1. Develop a classification, e.g., table, tree diagram, concept map, etc., for the types of pituitary disorders by whether the disorder causes hyper- or hypopituitarism, state the cause of each disorder, and provided a one-sentence description of the classic presentation of each.
2. Describe how thyrotoxicosis is classified, state the most common forms of thyrotoxicosis and

**Read:**
1. Chapter 14, pp. 417-440

**To Do:**
1. **View** PowerPoint presentation slides/videos for selected topics listed on syllabus for Week 12
2. **Complete/repeat** each presentation quiz until a minimum score of 80% is achieved.
3. **Explore** the following:
   #1 Cushing syndrome
   #2 Addison disease
   #3 Conn’s Syndrome
list the general symptoms.

3. Develop a classification, e.g., table, tree diagram, concept map, etc., for the types of thyroid disorders by whether the disorder causes hyper- or hypothyroidism, state the cause of each disorder (if known), and provided a one-sentence description of the classic presentation of each.

4. Discuss the etiology, clinical presentation, and diagnostic findings of Cushing syndrome, primary hyperaldosteronism, congenital adrenal hyperplasia, and causes of adrenocortical failure including Addison disease.

5. Distinguish hypo- from hyper-parathyroidism using signs and symptoms, and offer a brief profile of the possible laboratory abnormalities.

6. Create a table to compare and contrast the MEN syndromes.

4. Complete Study Guide Exercises as indicated on the syllabus.

5. Post to “Help Your Classmates” and relate how what you posted helped you, or what question it answered for you; respond to one of your classmates’ posts.

Assignments:
1. UNIT 2 EXAM at CCM Testing Center covering Weeks 1 through 6 (Proctored, graded exam. See Syllabus for Details).
2. Complete Week 12 Chapter Quiz

Focus:
1. Disorders of the Urinary System - Part 1

Objectives:
1. Explain the causes, S&S, and consequences of urinary tract obstruction and reflux.
2. Create a table to compare and contrast the types of urinary stones capable of forming in the kidney, and give the etiology and signs and symptoms of urinary stones according to their location.

Read:
1. Chapter 15, all except congenital

To Do:
1. View PowerPoint presentation slides/videos for selected topics listed on syllabus for Week 13
2. Complete/repeat each presentation quiz until a minimum score of 80% is achieved.
3. View LWW “thePoint“ videos for Chapter 15.
4. Explore the following (TBD):
| 14 | **Focus:**
|    | 1. Disorders of the Urinary System - Part 2
|    | **Objectives:**
|    | 1. Define azotemia, uremia, acute renal failure, and chronic renal failure. For each, provide the etiology, progression (where applicable), and manifestations.
|    | 2. Create a table to differentiate between nephritic syndrome and nephrotic syndrome, giving examples of each; pay special attention to those

|    | **Assignments:**
|    | 1. Complete Week 13 Chapter Quiz
|    | 2. Your Choice Blog:
|    |   a. Urolithiasis
|    |   b. Urinary Incontinence

***Begin final preparation of your Group Project that is due in Week 15.***
### Assignments:
1. **Complete Week 3 Chapter Quiz** no later than the due date on the Assignment Calendar. (15-25 questions, Graded, Timed, open-book quizzes, 2-attempt maximum.) See the Syllabus for details.
2. **Classification:**
   - Classify the Glomerular Disorders beginning on page 472 of Chapter 15 in your text. See the Assignment Expectations document for details.

***Finalize your Group Project that is due in Week 15 (next week).***

### 15

**Focus:**
1. Disorders of the Nervous System - Part 1

**Objectives:**
1. Explain the causes and consequences of increased intracranial pressure.
2. Describe the clinical and pathologic findings (as applicable) of concussions, contusions, and diffuse axonal injury.
3. Create a table to compare and contrast the anatomic location, the cause, and the

- #3 Chronic analgesic nephropathy
4. **Complete** Study Guide Exercises as indicated on the syllabus.
5. **Post** to “Help Your Classmates” and relate how what you posted helped you, or what question it answered for you; respond to one of your classmates’ posts.

**Read:**
1. Chapter 19, pp. 610-629

**To Do:**
1. **View** PowerPoint presentation slides/videos for selected topics listed on syllabus for Week 15
2. **Complete/repeat** each presentation quiz until a minimum score of 80% is achieved.
3. **View** LWW “thePoint“ videos for Chapter 19.
4. **Explore** the following:
   - #1 CNS Trauma
consequences of subdural hematoma, epidural hematoma, and subarachnoid hemorrhage.
4. Distinguish between hemorrhagic and non-hemorrhagic infarct, noting the differences between the anatomic location, causative factors and/or precursors, and pathologic findings.
5. Classify the etiologies of CNS infections according to their site of infection and the population they infect.

### Assignments:
1. **Complete** Week 15 Chapter Quiz
2. **Due:** Group Project. Submit your final Group Project by posting to the Group Project Wiki.

### Focus:
1. Part 2 – Disorders of the Nervous System

### Objectives:
1. Discuss the probable cause, the signs and symptoms, and the pathologic findings of multiple sclerosis.
2. Classify the metabolic disorders of the CNS according to their cause, and provide the manifestations of each disorder.
3. Explain the clinical and diagnostic features of the various causes of dementia, as well as their underlying biochemical dysfunction (where applicable).
4. Classify the CNS neoplasms according to their

### To Do:
1. **View** PowerPoint presentation slides/videos for selected topics listed on syllabus for Week 3
2. **Complete/repeat** each presentation quiz until a minimum score of 80% is achieved.
3. **Explore** the following:
   - #1 [Multiple sclerosis](#)
   - #2 [Dementia 1 and 2](#)
   - #3 [ALS](#)
4. **Complete** Study Guide Exercises as indicated on the syllabus.

### Assignments:
1. **Complete** Week 3 Chapter Quiz
2. **Discussion:** Exam Review Topics
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<td>5. Review the diseases, both neoplastic and non-neoplastic that affect peripheral nerves, giving their clinical and pathologic features.</td>
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COLLEGE EXPECTATIONS & SUPPORT SERVICES

CCM ACADEMIC POLICIES

CCM Academic Policies may be viewed on the college website at: http://www.ccm.edu/academics/policies.aspx or in the CCM College Catalog. All students enrolled at the County College of Morris are required to read the CCM Policy Statements.

1. Cheating
   “In order to maintain academic integrity at County College of Morris, the college community will not tolerate any forms of academic dishonesty. Examples of unacceptable forms of dishonesty include cheating, copying fabrication, plagiarism, unauthorized collaboration, submitting someone else’s work as one’s own; dishonesty through the use of technology such as sharing disks, files, or programs; access to, modification of, or transfer of electronic data, system software or computing facilities. The intent of this policy is to promote academic integrity, and to arrest all forms of academic dishonesty.

   When incidents of academic dishonesty occur and the faculty member chooses to submit a formal complaint of the incident to the Dean of Student Development, the Dean will refer the complaint to the Academic Integrity Review Board, which is composed of faculty, academic administrators, and the Dean of Student Development. The Academic Integrity Review Board will review the circumstances surrounding the incident and make a recommendation of appropriate disciplinary action. Penalties imposed on the student who violates this policy may vary from failing the unit of work to expulsion from the college.” (College Catalog).

2. Conduct
   “The purpose of the Student Code of Conduct is to protect the college, its academic and social community and its property from harm resulting from acts of its students that may cause injury or threat of injury. The code defines prohibited conduct and provides imposition of appropriate discipline upon those students whose acts violate its standards of conduct, by means of hearing procedures that afford both prompt disciplinary determinations and appropriate due process to the alleged violator.

   The following acts, when committed by students of County College of Morris, shall be deemed misconduct under this code, subject to imposition of discipline under this code. This code applies to conduct engaged in while attending college functions on-campus or off-campus, or functions of college-sponsored organizations conducted on-campus or off-campus.

   A. Intentionally or recklessly causing physical or psychological harm to any person, or intentionally or recklessly causing reasonable apprehension of such harm.
   B. Engaging in hostile conduct or disorderly behavior that might incite immediate violence.
C. Engaging in abusive or demeaning conduct or obscene gestures directed toward another individual or group of individuals which has the effect of creating a hostile environment and impedes the rights and privileges of other members of the college community.

D. Unauthorized use, possession or storage of any weapon.

E. Intentionally initiating or causing to be initiated any false report, warning or threat of fire, explosion or other emergency.

F. Intentionally or recklessly disrupting college operations or college-sponsored activities.

G. Use, possession, distribution or sale of, or being under the influence of, illegal narcotics, chemicals, psychedelic drugs or other dangerous substances unless prescribed by a doctor. (See CCM Substance Abuse Policy.)

H. Unauthorized use or misuse of fire safety equipment.

I. Furnishing false information to the college including forgery, alteration or misuse of college documents, records or identification.

J. Academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism.

K. Unauthorized access to, modification of, or transfer or electronic data, system software or computing facilities.

L. Theft of college property or knowing possession of stolen college property.

M. Destruction, damage or misuse of property of the college or others on campus.

N. Failure to comply with reasonable directions of college officials issued in the performance of their duties intended to insure the orderly or safe conduct of college programs, activities or operations, or the proper orderly and safe use of college property.

O. Unauthorized presence in or use of college premises, facilities or property.

P. Unauthorized use or possession of fireworks on college premises.

Q. Any gambling prohibited under the laws of the State of New Jersey.

R. Unauthorized use or misuse of the college name for soliciting funds or for sponsorship of activities or on printed matter.

S. Violation of college regulations or policies, including campus motor vehicle regulations or federal, state or local laws.

   Violation of the terms of any disciplinary sanction imposed in accordance with this code.” (College Catalog).

**Student Conduct**

*Cell phones and PDAs will not be permitted for use on exams.* Students will not be allowed to leave the room during an exam except in the case of an emergency.

Harassment of any kind is not permitted. Students may not make derogatory or disparaging comments based on age, sexual orientation, gender, physical limitation, mental defect, culture, race or religious affiliation. Harassment includes but is not limited to comments, jokes, notes, online discussion or e-mail posting or drawings. Any student who feels harassed or offended by the remarks or actions of another student should report the incident immediately to the instructor. All reports will be treated in confidence. For the complete academic conduct code, refer to [http://www.ccm.edu/academics/policies.aspx](http://www.ccm.edu/academics/policies.aspx).

In the future, when conducting business with any department from CCM, please use your CCM student e-mail account as that is the only way we will communicate with you.
electronically. All follow-up responses to e-mails will be sent to your CCM student e-mail only. You may access your CCM student e-mail account directly from the homepage of the college’s website at www.ccm.edu.

ACCESSIBILITY OFFICE
Students who wish to receive accommodations for their classes and/or exams must submit a request each semester for a set of accommodation memos to be created. You must be registered with our office by submitting a Disability Services application and the appropriate documentation. If you have already completed this process, you do not need to apply again for services, but you must submit the Accommodation Letter Request Form. You may either complete this form and submit it by e-mail to disabilityservices@ccm.edu or submit it in person to the Disability Services Office in LRC 105.

You MUST provide your instructor with an Accommodation Letter within one (1) week of the start of classes in order to receive accommodations.

TUTORING CENTER
All students taking Biology and Chemistry classes are welcome to attend tutorial sessions to ask questions about course material they do not quite understand, to get help with study skills and to review assignments. The center offers appointments up to seven days in advance and same day appointments depending on tutor availability.

In order to register or make an appointment, visit the Tutoring Center Home page @ http://www.ccm.edu/academics/divdep/hns/biochem/scicenter.aspx.

TESTING CENTER
The CCM Testing Center provides proctoring services for online testing for CCM Online and Hybrid Classes. In order for an online test to take place in the Testing Center, you will need to register and set up appointments to take your Exams. For more information, visit http://www.ccm.edu/admissions/placementTesting/cal/onlinetesting.aspx