

## CORE 553

### Health Foundations: Disability across the Life Span

#### Instructor

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#### Office Hours/Policy on Answering Student Emails

This is an online course. Contact with the instructor will occur through the asynchronous D2L Discussion Board and regular e-mail communications between students and course instructor. Materials and questions for discussions will be posted on D2L prior to the particular discussion time.

Answering students' questions:

- For email account or D2L access difficulties, contact IT Support <https://ucalgary.service-now.com/it>
- For all course-related materials and questions, please contact the instructor at [Shklarov@ucalgary.ca](mailto:Shklarov@ucalgary.ca). Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours.

#### Time and Location:

This course will take place **online** via Desire2Learn (D2L). To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment.

All course activities are **asynchronous**, so students can post their responses at any time, consistent with the required deadlines and frequency of posting that are outlined in the **Evaluation** section below. Students are expected to log-in, access readings, instructions and other course material, and regularly post their responses within the assigned timeframes.

**Time commitment:** This is a half course with time commitment equivalent to *40 hours of instruction over 13 weeks*. Please budget approximately **3 hours per week** for participation in on-line discussions (an equivalent of class time), **plus** your own time for reading, self-directed research, and the preparation of assigned papers.

#### Prerequisite/Co-Requisite

24 units (4.0 full course equivalents)

#### Course Description

This course explores the concepts of community rehabilitation in the context of anatomy and physiology of disabling conditions and human development across the life span. Self-directed learning is based on case studies, exploring current literature, and on-line interactive group work and forum discussions.

#### Overarching Theme

This discussion-based course examines the relationship between medical foundations (i.e., anatomy, pathophysiology) and disabling conditions that have an onset in various stages of human development across the life span, in the context of community rehabilitation. Students will be encouraged to explore current research related to the conditions, and to articulate the relevant practice implications when considering the holistic needs of people living with the conditions. Emphasis will be on the integration of community rehabilitation principles and practices within the knowledge of anatomy and physiology of disabling conditions and human development.

## Global Objectives

The course objectives focus on the following major areas to be explored:

- Biological conditions affecting human body systems, as related to the person's strengths, needs, resilience, community environment, and quality of life in the context of community rehabilitation practice.
- Current information resources for basic knowledge about medical foundations of disabilities, and the use of this knowledge for the integration of multiple constructs of disabling conditions.
- Community rehabilitation strategies that can be implemented in the context of particular disabling conditions and developmental stages.

## Course Learning Outcomes

By the end of this course, students will be able to demonstrate, through on-line discussions and group interaction, case study assignments, and completing the exam, the following competencies:

- Discuss the relationship between the biological conditions affecting structure and function of the human body and resulting disabilities, at different life stages, in the community context.
- Locate sources and summarize information on anatomy, physiology, and medical aspects related to case studies.
- Identify and explain the meaning of basic medical concepts related to the conditions included in case studies.
- Apply medical foundations of studied conditions to outlining practical strategies in the context of concrete life stages, individual situations, and community rehabilitation practices.
- Collaborate effectively within on-line teams to analyze practical situations and contribute to problem solving.

## Learning Resources

### Required Textbook:

Braun, C. A. & Anderson, C. M. (2016). *Applied Pathophysiology: A Conceptual Approach to the Mechanisms of Disease, Third Edition*. Baltimore, MD: Wolters Kluwer Health.

<https://www.amazon.com/Applied-Pathophysiology-Conceptual-Approach-Mechanisms-ebook/dp/B01IE04WK6>

The textbook is available from the University Bookstore. Electronic (Kindle) version is acceptable. A used (or earlier edition) version of the textbook is also acceptable for this course. The book is intended as a basic resource manual and a reference guide on human pathophysiology.

### Recommended Readings:

On-line materials, case studies, and supplemental resources will be posted on D2L. In addition, students will be **required** to supplement course readings with independent on-line literature search, and to use on-line scholarly sources for self-directed study and independent learning. For all assignments, we encourage the use of a combination of course resources available on D2L and in the University of Calgary Library's electronic databases.

### A Note regarding readings

A list of required readings for all course sections will be outlined on D2L, and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the course material. **Students are REQUIRED to complete assigned readings BEFORE each week's discussion.** The instructor will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many of the readings they will be

assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

### Learning Technology Requirements

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

In order to successfully engage in learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

### Evaluation

The University policy on grading and related matters is described in section F of the 2020-2021 Calendar. Detailed guidelines and marking criteria for all the assignments are available on D2L.

In determining the overall grade in the course, the following weights will be used:

#### **1. Group facilitation – Assignment 1. Value: 25%**

Each student will facilitate ONE WEEK of discussion (ONE case study).

There are *9 case studies*, and each case study will be assigned *one discussion week*. For these discussions, the class will be divided into 5 groups. Each group will have a *separate* discussion forum. You will be **required to participate and post only in your own group's forum**, but if you are interested, you can also see the discussions of the rest of the class, because all forums are open.

The arrangements for group sign-up will be made during the first two weeks. The size of groups will depend on the number of students in class – from 9 to 11 students in each. This will allow *each student to facilitate one* of the 9 case study weeks *in their own group*. When the number of students in a group exceeds 9, some of the weeks will be *co-facilitated by 2 students*. The instructor will try to accommodate your preferences in this process – there will be a sign-up option on D2L, and you can always write to the instructor for support in this process.

The instructor will post the lists of groups, case studies, and the dates available for the students to sign up. Case studies are available on the course homepage.

As a facilitator for your week:

- 1) You will write an e-mail to the instructor with your *background response and discussion questions* for your assigned case study (***DUE Friday prior to your assigned week***). On Monday morning, the instructor will post your response and questions. When writing this response, use the textbook as a basic reference guide; supplement basic reading with other literature sources. *Required size of background case study posting: up to 1,200 – 1,300 words*. Provide APA-style *references* (journal or electronic articles, books, textbook chapters, community groups' websites, or other).
- 2) You will read other students' responses and comment ***daily***, to facilitate on-line group discussion during the week by responding to the students' questions or comments, as needed. You will monitor and provide general direction to the discussion.
- 3) At the end of your week, you will post a brief summary feedback for your group. ***DUE Saturday evening of your week***. *Size of your summary feedback at the end of the week: up to 800 – 900 words*.

## **2. Interactive on-line discussion of case studies – Assignment 2. Value: 30%**

Participate in the general discussions during the first two weeks, and in the formal discussions of *ALL nine case studies* on the Discussion Board. Each case study discussion will be facilitated by one of the students, or occasionally co-facilitated by two students, depending on the group size (see Assignment 1 above).

Use the textbook as a basic reference guide for your responses relevant to the variety of conditions presented by your peers. Supplement this basic reading with other literature sources. You must post at least TWO individual responses *to each of the case studies*. Post in your own group's forum only. *Required size of your response posting: up to 600 – 700 words each posting* (concise responses are encouraged).

### **POSTING INSTRUCTIONS:**

- Each week begins *on Monday* morning. At this time, the instructor will post the background case study response and discussion questions written by *the facilitating student*.
- ***Due time*** of postings: First posting is required from each student *no later than Tuesday* by 10:00 p.m. each week (*we encourage early posting, beginning Monday*). Last posting is required from each student no later than *Friday* by 10:00 p.m. After this time, *the facilitating student and the instructor will not go back* and look at any week that is *over*. Responses posted late will not be reviewed (only exceptional circumstances will be considered; in such case, please contact the instructor ahead of time).
- Instructor will review students' postings at least twice a week and provide individual feedback when required.

## **3. Individual Assignment: Create a Case Study – Assignment 3. Value: 30%. DUE: DECEMBER 7, 2020**

Create a case study, with a case story similar to the ones you used for your previous assignments. This case study will be DIFFERENT from the course-provided case studies – it will be extended, so in addition to a person's story and relevant questions, you are responsible for researching and summarizing the medical foundations of the particular condition, providing a concise summary of anatomical and physiological aspects of the condition, and the implications for community practice.

You may use the textbook as a basic reference guide, but you must supplement this reading with an extensive search of other literature sources available on the web and in the University of Calgary Library's electronic databases. Please discuss your choice of condition with the instructor ***prior to working on your paper (no later than October 23)***.

***Suggested size*** of the paper: *2,500 – 3000 words*. ***APA-style*** is required.

#### 4. Online 'Take Home' Exam. Value: 15%. DUE: DECEMBER 9, 2020

You will complete a multiple-choice exam in a take-home format. You will complete your examinations independently of each other. This is an open-book exam: the use of the textbook or online information search (or both) will be permitted. The exam will be posted online at least one week prior to the due date, and you will complete the exam at your own chosen time.

To prepare for the exam, you will be asked to complete four short practice tests during the course (see Tests 1 – 4 mentioned in the Course Schedule section below). These tests will **not** be included in the total course mark, but only serve as an opportunity for you to try out and practice some questions that are similar to those posed at the exam. Upon completion of each practice test, you will receive feedback on the answers. You can also request individual input from the instructor, if needed. Reminders about these practice tests will be posted on D2L, and you will have a week to complete each test at your own chosen time.

#### **PLEASE NOTE:**

- **APA format** is required for all individual assignments. APA-style references are required for postings.
- This course learning is largely based on group work: **participation in group discussions is essential.**

Students who do not complete all major components of the course prior to the final exam will be considered as **not** having completed the course; this will be reflected on the students' official transcript as 'Incomplete.' Major components of the course include all three assignments and the exam. It is *necessary to pass each assignment* in order to pass the course. In the absence of medical or other documented reasons, the instructor reserves the right to award an 'Incomplete.'

#### **A Note regarding Writing Assignments:**

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2020-21 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Community Rehabilitation values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). Sources used in research papers must be properly documented. The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

#### **Grading Scheme:**

Letter Grade	Description	Percentage
A+	Outstanding performance	96-100
A	Excellent performance	90-95
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74

<b>C+</b>	Exceeding satisfactory performance	65-69
<b>C</b>	Satisfactory performance	60-64
<b>C-</b>	Approaching satisfactory performance	57-59
<b>D+</b>	Marginal pass	54-56
<b>D</b>	Minimal pass	50-53
<b>F</b>	Did not meet course requirements	0-49

### **Missed Components of Term Work:**

Late assignments will be deducted *five percent (5%) for each day* after the assignment due date. Assignments will *not* be accepted more than 3 days after the posted deadline, *unless the instructor has been notified in advance*, with a sufficient justification (e.g., illness, religious conviction, or domestic affliction). Please be advised that students should notify the instructor before the assignment deadline to discuss.

**Extensions will NOT be granted** on any assessments in CORE 553. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/e-4.html>).

### **Course Evaluations and Student Feedback**

Student feedback will be sought at the end of the course through the Universal Student Rating of Instruction (USRI) and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine ([kurz@ucalgary.ca](mailto:kurz@ucalgary.ca)).

**Attendance** N/A

### **Conduct During Online Discussions**

The online class should be respected as a safe place to share ideas without judgement – a community in which we can all learn from one another. Students are expected to conduct themselves in a mature and courteous manner in ALL online communications. Students are expected to frame their comments and questions to instructor and other students in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at <https://www.ucalgary.ca/policies/forms/title>.

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>.

### **UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

**Copyright**

All students are required to reach the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

### **Instructor Intellectual Property**

Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. **The posting of course materials to third party websites such as note-sharing sites without permission is prohibited.** Sharing of extracts of these course materials with other students enrolled in the course **at the same time** may be allowed under fair dealing.

### **Academic Accommodations**

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor.

SAS will process the request and issue letters of accommodations to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

### **Academic Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student's academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar.

For information of the Student Academic Misconduct Policy and Procedures, please visit; <https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>  
<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

### **Recording of Lectures**

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

### **Freedom of Information and Protection of Privacy Act**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **Appeals**

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 business days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

### **Resources for Support of Student Learning, Success, Safety and Wellness**

Student Success Centre	<a href="http://www.ucalgary.ca/ssc/">http://www.ucalgary.ca/ssc/</a>
Student Wellness Centre	<a href="http://www.ucalgary.ca/wellnesscentre/">http://www.ucalgary.ca/wellnesscentre/</a>
Distress Centre	<a href="http://www.distresscentre.com/">http://www.distresscentre.com/</a>
Library Resources	<a href="http://library.ucalgary.ca">http://library.ucalgary.ca</a>

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (<https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

### **Student Ombuds' Office**

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)



**Student Union (SU) Information**

The SU Vice-President Academic can be reached at (403) 220-3911 or [suypaca@ucalgary.ca](mailto:suypaca@ucalgary.ca); the SU representatives for the Cumming School of Medicine can be reached at [medrep1@su.ucalgary.ca](mailto:medrep1@su.ucalgary.ca) or [medrep2@su.ucalgary.ca](mailto:medrep2@su.ucalgary.ca).

**Student Success Centre**

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

**Emergency Evacuation/Assembly Points**

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see <https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

**Safewalk**

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

## Class Schedule

The following is a list of topics for the class, associated readings, and assignment / exam due dates. All discussions are asynchronous, so students can post their responses at any time, consistent with the required deadlines and frequency of posting. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements. The final paper submission and exam dates are firm and will not be altered.

Date	Module / Topics	Readings	Assignments & Due Dates
September 8-11, Week 1 <i>Start of classes Tuesday, September 8</i>	Introductions. Interactive online discussion 1: Introduction to pathophysiology. <i>Signing up for case studies, to form small groups for future discussions.</i>	Posted materials	<b>Participation in discussions</b> is required each week. <b><i>Due September 11: Sign up</i></b> for your Case Study facilitation week. Students who go first (Case Study 1) <i>begin working on their case study.</i> <b><i>Due September 11: Post your introductions</i></b>
September 14-18, Week 2	Interactive online discussion 2: Models of disability revisited & integrating the medical model.	Posted materials. Explore textbook, read p. 1-8 (Introduction)	<b><i>Due September 18 (Friday):</i></b> Students facilitating <b><i>Case Study 1</i></b> submit their postings to the instructor
September 21-25, Week 3	Case Study 1: Inflammatory bowel disease (an adolescent). Group discussion.	Textbook pages 34-70 (34-63 in old edition). PowerPoint: Inflammation & Tissue Repair	<b><i>Due September 25 (Friday):</i></b> Students facilitating <b><i>Case Study 2</i></b> submit their postings to the instructor <b><i>Test 1: test is open all week and is due Sunday, September 27</i></b>
September 28 – October 2, Week 4	Case Study 2: Down syndrome (a 4-year-old). Group discussion	Textbook pages 135-169 (125-155 old ed.). PowerPoint: Developmental and Genetic Disorders	<b><i>Due October 2 (Friday):</i></b> Students facilitating <b><i>Case Study 3</i></b> submit their postings to the instructor
October 5-9, Week 5	Case Study 3: Cystic Fibrosis (a 10-year-old). Group discussion	Textbook pages 365-394 (327-355 old ed.). PowerPoint: Alterations in Ventilation and Diffusion	<b><i>Due October 11 (Friday):</i></b> Students facilitating <b><i>Case Study 4</i></b> submit their postings to the instructor <b><i>Test 2: test is open all week and is due Sunday, October 11</i></b>
October 12-16, Week 6 <i>(October 12: Thanksgiving)</i>	Case Study 4: Rheumatoid arthritis (a young adult). Group discussion	Textbook pages 71-102 (67-96 old ed.), and return to p. 56-57 (54-56 old ed.). PowerPoint: Alterations in Immunity, and revisit Inflammation and Tissue Repair	<b><i>Due October 16 (Friday):</i></b> Students facilitating <b><i>Case Study 5</i></b> submit their postings to the instructor

October 19-23, Week 7	Case Study 5: Traumatic Brain Injury (an adult). Group discussion	Textbook pages 228-264 (213-246 old ed.). PowerPoint: Alterations in neuronal transmission	<b><u>Due October 23 (Friday):</u></b> Students facilitating <b>Case Study 6</b> submit <i>their postings</i> to the instructor <b><u>Due October 23 (or earlier): All students to confirm</u></b> with the instructor <i>their topics for Assignment 3</i> <b><u>Test 3:</u></b> test is open all week and is due Sunday, October 25
October 26-30, Week 8	Case Study 6: Depression (an adult). Group discussion	Textbook pages 228-264 (213-246 old ed.). PowerPoint: Alterations in Neuronal Transmission	<b><u>Due October 30 (Friday):</u></b> Students facilitating <b>Case Study 7</b> submit <i>their postings</i> to the instructor
November 2-6, Week 9	Case Study 7: Dementia (an aging person). Group discussion	Textbook pages 490-506 (449-467 old ed.). PowerPoint: Aging	
November 8 – 14, Week 10 <i>Term Break, no classes</i>	No on-line discussions this week.		<b><u>Due November 13 (Friday):</u></b> Students facilitating <b>Case Study 8</b> submit <i>their postings</i> to the instructor
November 16-20, Week 11	Case Study 8: Chronic Obstructive Pulmonary Disease (COPD) (an aging person). Group discussion	Return to pages 365-378 (327-340 old ed.); 380-384 (345-350 old ed.). PowerPoint: Alterations in Perfusion, <i>and revisit</i> Alterations in Ventilation and Diffusion	<b><u>Due November 20 (Friday):</u></b> Students facilitating <b>Case Study 9</b> submit <i>their postings</i> to the instructor <b><u>Test 4:</u></b> test is open all week and is due Sunday, November 22
November 23-27, Week 12	Case Study 9: Diabetes (an older adult). Group discussion	Textbook pages 507-521 (470-484 old ed.). PowerPoint: Diabetes Mellitus	
December 1-9, Week 13 <i>End of classes Wednesday, December 9</i>	Final assignment and exam completion. Instructor is available for consultations.		<b><u>Final Case Study Paper:</u></b> due <b>Monday, December 7</b> <b><u>On-Line 'Take-Home' Exam:</u></b> due <b>Wednesday, December 9</b> (available for students by December 1)