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 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 during the week and 72 hours over the weekend. Office Hours are by appointment only. Please email to set up a Zoom meeting.

Time and Location

The location of this course is online via Desire2Learn (D2L) and Zoom. Learning activities will happen both *synchronously* (i.e., real-time/Zoom) and *asynchronously* (i.e., students complete their activities on their own time, such as via discussion boards, watching videos and reading posted materials).

- *Asynchronous* activities will take place online via Desire2Learn (D2L). Materials and questions for discussions will be posted on D2L prior to the particular class. Contact with the instructor will occur through the asynchronous D2L Discussion Board and regular e-mail communications between students and course instructor. 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.

- *Synchronous* activities will occur via Zoom on Tuesdays every two weeks, at 6:00 – 7:30 pm MT (see Course Schedule below for details).

To best succeed in the course, students are *required* to participate in both the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions, and to meet the assigned deadlines. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement an alternative activity. This may not always be possible.

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, including the rented option. 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.

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 2021-2022 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 – Value: 25%

Each student will facilitate ONE WEEK of discussion (ONE case study). The instructor will post the lists of groups, case studies, and the dates for students to sign up. Case studies are available on D2L.

There are *9 case studies*, and each case study will be assigned *one discussion week*. For these discussions, the class will be divided into 9 or 10 groups. Each group will have a *separate* discussion forum. You will be *required* to participate and post only in your own group's forum.

The arrangements for group sign-up will be made during the first week. 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.

As a facilitator for your assigned week:

1) You will e-mail to the instructor with your *background summary and discussion questions* for your assigned case study *(DUE Thursday <u>prior to</u> your assigned week).* The instructor will review your summary and questions, and if necessary, ask you to make some changes so you can finalize the paper. Once finalized, but no later than *Saturday morning prior to your assigned week before 12:00 pm*, you will post your summary and questions in the D2L forum for your group to view. Approximate size of background case study posting: *up to 1,200 – 1,300 words*. Provide APA-style references (e.g., journal or electronic articles, books, textbook chapters, community groups' websites).

2) During the week, you will read your group members' responses to your questions, and comment *on each student's post at least once during the week*, providing general direction to the discussion.

3) At the end of your week, you will post a brief, *up to 800 – 900 words,* summary feedback for your group (due *Saturday evening* of your week by 11:59 pm). You will also prepare a concise *oral summary* of the discussion, to be presented during the real-time Zoom session.

2. Interactive online discussion of case studies – Value: 30% (10 weeks x 3% each)

Participate in the general discussions during the introductory week, and in the discussions of all nine case studies (10 weeks total). 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 each week. Post in your own group's forum only. Recommended size: *up to 600 – 700 words each* posting (concise responses are encouraged).

POSTING INSTRUCTIONS (additional details and evaluation rubric will be posted on D2L):

- Each week begins *on Monday* morning. Prior to this time, usually on Saturday, the facilitating student will post a background summary for the case study and discussion questions.
- ***Due time*** of postings: First posting is required from each student *no later than Tuesday* by 11:59 p.m. each week (we encourage early posting, beginning Monday). Last posting is required from each student no later than *Friday* by 11:59 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 and provide individual feedback when required.

3. Individual Assignment: Create a Case Study – Value: 30%. DUE: DECEMBER 6, 2021

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 peer-reviewed scholarly literature sources available on the web and in the University of Calgary Library's electronic databases.

Please discuss your choice of condition and age for your case study with the instructor ***prior to working on your paper (no later than October 22).***

Suggested size of the paper: *up to 2,500 – 3,000 words,* including all sections. **APA-style** is required.

4. Online 'Take Home' Exam – Value: 15%. DUE: DECEMBER 9, 2021

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). The tests will **not** be included in the total grade, 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 2021-22 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 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
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	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 assignment or quizzes. 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. Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class, meetings and examinations. 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).

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a 'live' video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. **Zoom links and passwords are only intended for students registered in the course.** Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as the Code of Conduct). When entering Zoom or other video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity (where available). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (such as for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only.

Attendance
A large part of course learning is based on materials delivered and small-group work in the real-time virtual Zoom classroom: attendance is essential.

Conduct During Lectures/Seminars and Online Discussions

The classroom and online discussions 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 frame their comments and questions to lecturers 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 expected to take notes during class and should not rely solely on material supplied by the instructor.

Use of Internet and Electronic Communication Devices in Class

The Bachelor of Community Rehabilitation program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of others during class time.

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). 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/ .

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 Dr. Ebba Kurz (kurz@ucalgary.ca), Associate Dean (Undergraduate Health and Science Education).

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. **It also includes using of third-party websites/services to access past/current course material, essay/assignment writing services, or real-time assistance in completing assessments, seeking answers to assessment questions and similar, whether paid, bartered or unpaid.**

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

Media recording
Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

Media recording for lesson capture
The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

Media recording for the assessment of student learning
The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions or presentations that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

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   http://www.ucalgary.ca/ssc/
Student Wellness Centre   http://www.ucalgary.ca/wellnesscentre/
Distress Centre   http://www.distresscentre.com/
Library Resources   http://library.ucalgary.ca

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/ or email ombuds@ucalgary.ca

Student Union (SU) Information
The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or 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 class, associated readings, and assignment due dates. Learning activities will happen both *synchronously* (i.e., real-time/Zoom) and *asynchronously* (i.e., students complete their activities on their own time, such as via discussion boards, watching videos and reading posted materials). 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	Synchronous Zoom Sessions	Assignments & Due Dates
Week 1 September 7-10 (*Start of classes Sept 7*)	Introduction to pathophysiology *Signing up for case studies, to form groups for future discussions*	Posted materials	Zoom session #1: Tuesday, Sept 7 at 6 pm – 7:30 pm MT	Post your introductions *by Sept 10* (you will not be graded on this first post). ***Due September 10: Sign up*** for your Case Study facilitation week. Students who go first (Case Study 1) *begin working on their case study.*
Week 2 September 13-17	Interactive online discussion 2: Models of disability revisited & integrating the medical model.	Posted materials. Explore textbook, read p. 1-8 (Introduction)	No Zoom session this week	First post: September 14 Reply: September 17. All posts due by 11:59 pm MT. Beginning this week, discussion posts will be graded. ***Due September 16 (Thursday):*** Students facilitating ***Case Study 1*** *submit their postings* to the instructor
Week 3 September 20-24	Case Study 1: Inflammatory bowel disease (an adolescent). Group discussion.	Textbook pages 34-70 (34-63 in old edition). PowerPoint: Inflammation & Tissue Repair	Zoom session #2: Tuesday, Sept 21 at 6 pm – 7:30 pm MT	First post: September 21 Reply: September 24 ***Due September 23 (Thursday):*** Students facilitating ***Case Study 2*** *submit their postings* to the instructor ***Test 1:*** *test is open all week and is due Sunday, September 26*
Week 4 September 27 – October 1	Case Study 2: Down syndrome (a 4-year-old). Group discussion	Textbook pages 135-169 (125-155 old ed.). PowerPoint: Developmental and Genetic Disorders	No Zoom session this week	First post: September 28 Reply: October 1 ***Due September 29 (Wednesday):*** Students facilitating ***Case Study 3*** *submit their postings* to the instructor
Week 5 October 4-8	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	Zoom session #3: Tuesday, Oct 5 at 6 pm – 7:30 pm MT	First post: October 5 Reply: October 8 ***Due October 7 (Thursday):*** Students facilitating ***Case Study 4*** *submit their postings* to the instructor ***Test 2:*** *test is open all week and is due Sunday, October 10*
Week 6 October 11-15 (*October 11 – Thanksgiving*)	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; *revisit* Inflammation and Tissue Repair	No Zoom session this week	First post: October 12 Reply: October 15 ***Due October 14 (Thursday):*** Students facilitating ***Case Study 5*** *submit their postings* to the instructor

Week 7 October 18-22	Case Study 5: Traumatic Brain Injury (an adult). Group discussion	Textbook pages 228-264 (213-246 old ed.). PowerPoint: Alterations in neuronal transmission	Zoom session #4: Tuesday, Oct 19 at 6 pm – 7:30 pm MT	First post: October 19 Reply: October 22 **_Due October 21 (Thursday):_** Students facilitating **Case Study 6** submit their postings to the instructor **_Due October 22 (or earlier): All students to confirm_** with the instructor their topics for Assignment 3 **_Test 3:_** test is open all week and is due Sunday, October 24
Week 8 October 25-29	Case Study 6: Depression (an adult). Group discussion	Textbook pages 228-264 (213-246 old ed.). PowerPoint: Alterations in Neuronal Transmission	No Zoom session this week	First post: October 26 Reply: October 29 **_Due October 28 (Thursday):_** Students facilitating **Case Study 7** submit their postings to the instructor
Week 9 November 1-5	Case Study 7: Dementia (an aging person). Group discussion	Textbook pages 490-506 (449-467 old ed.). PowerPoint: Aging	Zoom session #5: Tuesday, Nov 2 at 6 pm – 7:30 pm MT	First post: November 2 Reply: November 5
Week 10 November 8-12	No on-line discussions or readings this week.			**_Due November 10 (Wednesday):_** Students facilitating **Case Study 8** submit their postings to the instructor
Week 11 November 15-19	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, and revisit Alterations in Ventilation and Diffusion	Zoom session #6: Tuesday, Nov 16 at 6 pm – 7:30 pm MT	First post: November 16 Reply: November 19 **_Due November 18 (Thursday):_** Students facilitating **Case Study 9** submit their postings to the instructor **_Test 4:_** test is open all week and is due Sunday, November 21
Week 12 November 22-26	Case Study 9: Diabetes (an older adult). Group discussion	Textbook pages 507-521 (470-484 old ed.). PowerPoint: Diabetes Mellitus	No Zoom session this week	First post: November 23 Reply: November 26
Week 13-14 November 29 - December 9 *(Last day of classes Dec 9)*	Final assignment and exam completion. Instructor is available for consultations.		Zoom session #7: Tuesday, Nov 30 at 6 pm – 7:30 pm MT	**_Final Case Study Paper: due Monday, December 6_** **_On-Line 'Take-Home' Exam: due Thursday, December 9_** (available for students by December 1)