

Syllabus (as of now)

1 message


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To: Terra Bowles <tbowles@pointloma.edu>



Thu, Jan 26, 2023 at 9:50 PM

***** THIS SYLLABUS WILL UNDERGO MINOR UPDATES CONTINUOUSLY THROUGHOUT THE SEMESTER *****

Final exam date will not change. Neither would the grading scheme.

Critical and time-sensitive updates will be additionally announced under "Announcements."

	Department of Kinesiology KIN 3085 --- 3 Units (formerly ATR 3085)
<p>PATHOLOGY OF INJURY AND ILLNESS -- SPRING 2023</p>	

<p>Course Instructor: Dr. Jehnan Liu, MD PhD Adjunct Professor, Clinical preceptor Emergency Physician Sharp Grossmont Hospital Emergency Department Email: jliu@pointloma.edu</p>	<p>Meeting times: Thursdays, 9:30 AM - 12:00 PM Meeting location: Latter Hall -- Classroom 102</p>
<p>Teaching Assistant: Alexis Soncrant alexissoncrant1220@pointloma.edu</p>	<p>Format: In Person</p>
<p style="text-align: center;">SAVE THE DATE!</p> <p>Final Exam: Thursday, May 4, 2023 9:30 AM - 12:00 PM Latter Hall Classroom 102</p>	<p>Office Hours: By appointment. On the Thursdays with class: 8:50 AM - 9:20 AM (via phone) 12:10 PM - 12:40 PM (via phone) Other times can be arranged via phone, Zoom, or in person (at Sharp Grossmont Hospital, La Mesa)</p>
	

OVERVIEW & EXPECTATIONS VIDEO

Explains this syllabus, course overview, and expectations.

Coming soon!

WELCOME!

Hi Spring 2023 class! Welcome to KIN 3085 (formerly ATR 3085)! I am thrilled and honored to be a part of your educational journey. I am a currently active full-time board-certified emergency medicine physician at Sharp Grossmont Hospital. Our emergency department is a crazy place, ranked as one of the busiest in the nation. I joined the PLNU family in January of 2020 as the instructor for this class. This is my seventh consecutive semester teaching KIN 3085, and it never gets old. I always like keeping myself challenged to gain new knowledge and skills. I am also a preceptor in our emergency department for PLNU's physician assistant program, PLNU's KIN4088C internship class, other physician assistant (PA)/medical schools, and the Naval Medical Center's emergency medicine residency program. I received my B.S. in Bioengineering at University of California, Berkeley. When I was in your shoes, I was a tutor and resident assistant (RA) in the dorms, where I gained mentorship experience and understanding of the many challenges college students often face (at least at the time). I later earned my M.D./Ph.D. from The University of Toledo. I completed my emergency medicine residency at William Beaumont Hospital in Royal Oak, Michigan (north of Detroit). My other prior teaching experiences include teaching MCAT Physical Sciences section (physics & general chemistry) and English to kindergarteners in Taiwan. I am a native of San Diego, and am glad to be living here again since 2016. I am living in the area with my lovely wife and two daughters, now ages 2 and 7 years old.

COURSE DESCRIPTION

To sum up, "Pathology of Injury and Illness" (KIN 3085) is a hybrid between science and medicine.

The course primarily explores the pathophysiologies (mechanisms) that govern various diseases. While this course delves into topics organ-system by organ-system, there is a high degree of bridging concepts across the systems. Therefore, an overall broad understanding of normal human physiology is required. Also, because of the science background needed in this course, it is not uncommon for this class to tie in concepts from other scientific disciplines, such as biochemistry, microbiology, or genetics. So re-familiarizing with some concepts from old coursework or even looking up unfamiliar concepts will be important.

Additionally, this course is unique in that a large portion of the material will be presented from a clinical perspective from an angle of real-life patient encounters. This train of thought is not easily taught via textbooks. For many of the diseases discussed, risk factors, signs, symptoms, physical exam findings, differential diagnoses, diagnostic modalities, lab tests, and basic management plans will be explored. Many common life-threatening diseases encountered in the emergency department will be emphasized. Although medical knowledge has no boundaries, this course will familiarize students with the basic "language" used in hospitals and other clinical settings.

We hope to provide a strong foundation of knowledge for the future! Importantly, this class is meant to be fun and enlightening! So enjoy!

LEARNING OBJECTIVES

1. Learn scientific and medical terms commonly used in health care settings
2. Describe the pathological mechanisms of human diseases
3. Be familiar with the common and life-threatening disorders related to each major organ system
4. For certain diseases, be familiar with common history and physical exam findings
5. For certain diseases, be able to come up with differential diagnoses (i.e. common possibilities and mimics)
6. For certain diseases, be able to choose lab tests and imaging modalities that would rule in or rule out the differential diagnoses
7. For certain diseases, be able to describe basic management plans

8. Given a common chief complaint (e.g. chest pain), derive a list of possible life-threatening conditions
9. Understand pharmacological mechanisms against certain diseases
10. Better prepare for success in medical settings and gain a broad sense of what the medical profession entails
11. Learn how to verbally communicate medical cases with other health care professionals
12. Enhance problem solving skills via information gathering and data interpretation
13. Establish a strong foundation for graduate level coursework related to science and/or medicine
14. Keep up to date with medicine using journal article(s) in medical/scientific literature
15. Overall increase literacy in health care to take command of the health of you and your loved ones

TEACHING ASSISTANT (TA)

Please welcome Alexis Soncrant, our TA for this semester! I am honored to have her for a second consecutive semester. Our TA is not just a person who grades exams. The TA also plays a huge role in the designing of course content, relaying feedback to me in real time, and assisting students who are seeking to perform better (or even maintaining excellent performance) in the class. I take suggestions from our TA very seriously. If you are struggling and need advice on how to improve, Alexis is a wonderful resource. She took the course in Spring 2022, and has done extremely well.

COVID-19 PANDEMIC, TRIPLEDEMIC

Thank you in advance for your ongoing patience as we tread through another semester submerged in far-from-ideal conditions. I will try to make this course as bearable as possible. Keep in mind that while things appear to be better, there are lots we do not know about Covid-19, and "absence of proof is not proof of absence." Please abide by PLNU and public safety guidelines, protect yourselves, and always exercise good judgement. Wishing you and your loved ones good health! Is this pandemic over yet? Of course not. And it's not just about health. It's a new way of life. And we must all learn to make the best out of the new circumstances. And the set of circumstances are unique to each individual. Please respect and be mindful of that.

COURSE FORMAT

As stated above, class sessions are in person. To be clear, the in-person format will always be the preferred and default format. However, as a precaution to the Covid-19 pandemic, if I feel at any time it is unsafe to meet in person, the format will be emergently (and hopefully only temporarily) changed to remote, using Zoom. This abrupt switch, if necessary, has been approved by administration already. And I am fully prepared to make this transition if needed. Please be aware of this possibility, so there are no surprises if the situation arises.

LECTURE STYLE

The majority of the course will involve taking notes written out by hand, in real-time. Students are highly encouraged to take/write their own notes. Writing things out will allow for kinesthetic learning and will make retention of material significantly easier. It is highly discouraged to simply read someone else's notes or even the PDF scan of my notes posted on Canvas after class.

From time to time, there will be interactive "Crack the Case" case simulations, when one student will pretend to be a patient with a particular disease of interest (see below for further details), while the remainder of the class navigates through the case. We will also briefly summarize "Hot Off the Press" articles. These parts of the course are fair game on exams.

SUPPLIES TO BRING TO CLASS

1. Paper or notebook to jot notes on
2. Writing tools (preferably multiple colors)
4. Anything that may help jog your memory (e.g. prior physiology notes, old textbooks, etc...)

For the entire semester, while in the classroom, there will be no mandatory usage of any electronic devices -- with the exception of briefly looking things up (i.e. defining an unfamiliar term you're not familiar with), if you wish.

MASKING POLICY

In a nutshell, please abide by PLNU guidelines.

Please respect that each individual's handling of pandemic circumstances is different. For best protection, when in doubt, wear an N95 mask appropriately. Realize that policies and regulations tend to be reactive rather than proactive, with a degree of lag time.

OPTIONAL TEXTBOOK

Formally, this course uses no textbooks. Historically, including semesters prior to me teaching at PLNU, this resource has been used:

"The Nature of Disease: Pathology for the Health Professions, 2nd edition" ---- by Thomas H. McConnell

This textbook has nice figures that may shed light more on concepts discussed in class. But with such an abundance of information and images on the internet, one can still do well in this course without the textbook. To be perfectly honest, student feedback from Fall 2022 suggests that most surveyed do not use the textbook, especially since there are other means of obtaining supplemental information and clarifications.

CANVAS

The main sections I'll be using throughout the semester are:

1. Syllabus - contains backbone information about the course
(continuously updated, with critical and time-sensitive updates being announced)
2. Modules - contains detailed agendas, audio recording, clarification(s), errata, and PDF of class notes
(nothing to turn in....just a repository)
3. Announcements - This is main way I communicate important housekeeping information for the course.
4. Assignments - where Case Reports are to be uploaded
5. Grades - tracking student progress

HOUSEKEEPING ANNOUNCEMENTS & POTENTIAL EMAILS

Canvas announcements should also be sent to you via Canvas email in real time. Unless there are questions/clarifications, due to time constraints, I generally will not be using classroom time to make housekeeping announcements. With such great prevalence of the electronic media nowadays, it is expected to read these announcements in a timely fashion. It will be assumed that any announcement AND email communications would at least be read within 72 hours from the posting time.

Please hold this standard all the way until the day I submit grades, which is May 14 ! You are still responsible to check emails after the final exam, in case I need to get a hold of you (e.g. to clarify something about your final grade).

OFFLINE COMMUNICATION

Office hours and email (via Canvas ok) are best.

1. Office Hours

I actually do not have a physical office space. But I'd be happy to chat (via appointment) over the phone, over Zoom, or in person. For in-person appointments, we can meet outside Sharp Grossmont Hospital, likely at the picnic table outside the ambulance bay. I typically hold one-on-one appointments. But I'm also open for group appointments if preferred -- with the appointment time coordinated by the student(s).

2. Email Communication

I check email (including Canvas messaging) frequently and will do my best to respond ASAP. However, if there is an email I receive that requires a response of more than two paragraphs (e.g. "Can you explain Tetralogy of Fallot?" "How do I best study for this class?"), it is simply best to chat over office hours. I would answer way more thoroughly too!

Please avoid phone texting and social media.

STRONG STUDY HABITS & FINAL EXAM PREPARATION

(Final exam is closed resource and a whopping 40% of your class grade.)

Know the following very well:

1. Lecture Material

- A nice outline can be generated if you string together all the "Agendas" (released weekly)
- "Crack the Case" case simulations; "Squeaky Wheels" notes and audio, and "Hot Off the Press" articles.
- Review session recording (provided at the last minute; not to be solely relied on)
- Exam style: Knowing the material is only half the battle. The other half includes recognizing how the information is being asked and how to retrieve/string pieces of knowledge together needed to answer the question. Old exam questions from Spring 2020 through Fall 2022 are posted. While content varies from semester to semester, the flavor of questions are similar. Students are actually encouraged to become familiar with the style. Some questions serve as good learning tools for reinforcement of knowledge and its perspective/context.

Other tidbits:

- 1. Keep up with the material! Although there is little "busy-work" involved in this class, the trade-off is that strong discipline is required to pace yourselves.
- 2. Any material not discussed in class will not be on the exams.
- 3. You may run into "Bonus Question(s)," for extra credit points, which will either be based on prior material or a tad bit more challenging.
- 4. Questions may be similar (but will not be recycled word for word) from exams from prior semesters. Some material differs from semester to semester. This is not a "canned" course. Class discussions, "Crack the Case," "Squeaky Wheels," "Hot Off the Press," all vary.
- 5. It helps to go over current semester quizzes (e.g. reviewing what you missed in a quiz to study for the final). I intentionally will write final exam questions similar to quizzes of the same semester.
- 6. Questions that ultimately do not perform well will be "thrown out" (i.e. the entire class would be awarded the points).
- 7. If I misspeak, slip my tongue, and/or make any verbal/written mistakes in class, it will be added to "Errata" (in "Modules" - within each Session). And "Errata" will NOT be on exams.
- 8. The final exam, which is proctored and closed resource, can not be rescheduled. Not later. Not earlier. Example: May not take the final exam early, as an attempt to obtain a less expensive airline ticket. This is because of testing security and to ensure fairness.

If the final exam is missed, the student may take a 0% or get university approval for an "incomplete" with an opportunity to take another version of the final in a future semester.

EXAM QUESTION FORMAT

To be clear, any format is fair game! But here are some of the common ones used:

1. Multiple choice (usually four choices)
2. Checkboxes (two-choices)
3. Short answer / Fill in the blank
4. Matching
5. Checkboxes ("Check all that apply")
6. Sketching
7. Mark-ups: Labeling, circling, tracing, etc... onto a given diagram/passage
8. Listing things off
9. Briefly explain
10. Data interpretation (e.g. provided with a case with laboratory studies, imaging results, etc...)
11. Applying class material to unfamiliar outside information provided on the exam
12. Parallel concepts. Asking about similarities in mechanisms across different diseases.
13. Mechanisms: Write out a series of sequential step-by-step cause/effect events

See exam archives (scroll below). You'll get the idea.

BONUS QUESTIONS FOR EXTRA-CREDIT POINTS

The purpose of "Bonus Questions" is three fold:

- (1) To compensate for any other point(s) in the course you may feel unfairly earned
- (2) To give a chance to "boost" for borderline grades
- (3) To encourage students to keep reviewing old material.

Bonus questions will tend to either cover old material and/or tend to be more challenging than the rest of the questions. At the end of the semester, grades such as "89.4%" will NOT be bumped up to an A-. Again, that is why these bonus questions are there in the first place.

SEVEN TAKE-HOME QUIZZES

- There will be seven take-home quizzes, 20 points each, for a total of 140 points.
- Each quiz covers two lectures, and approximately every two weeks in frequency.
- Quizzes are open resource, and generally short. They should not be too time consuming.
- Deadline for each quiz is TBA at time of distribution/posting. It'll have to be at least 5 days from the time of distribution.
- Please submit the hard copy in class.

SPECIAL ACCOMMODATIONS

If you need any special accommodations, please initiate contact with me directly (in addition to informing the school) and let me know what you need me to do. Do not simply rely on PLNU's non-specific automated emails to me (such as those sent by the Disability Resource Center), nor expect me to reach out to you after I get these automated emails. Of course you are not obligated to share personal details. But I need to at least hear from you directly on specifically how to accommodate you for the class.

COPYRIGHTED MATERIAL

Any copyrighted material used in this class (figures presented in class, EMRAP, exam diagrams, etc.) are used for teaching purposes only. They are also not intended for distribution, social media posts, or medical decision making.

Any real EKG or images (obtained from actual patients) presented in class are used with patient permission.

ELECTRONIC AND SOCIAL MEDIA

1. Routine Postings on Canvas:

An audio (not video) recording of the lecture and PDF of the notes will be posted shortly after the lecture.

Curveballs:

(1) I am not responsible for any glitches that may potentially occur. Historically, on occasions, audio recordings have been unavailable. So to be certain, it's simply best to show up to class, take your own notes, and be attentive during the class.

(2) "Crack the Case" case simulations will not be recorded either. This is because these simulations are inherently interactive and encourages student participation. And some may not feel comfortable being recorded. However, I typically do a summary of each case at the end, and the summary will be recorded.

2. Postings By Students:

Please refrain from posting any material from this course on social media (outside of Canvas). This includes, but not limited to: copyrighted materials, Zoom recordings, written exams, lecture notes, photos, etc.

3. Communication With Me:

At least for the duration of the course, please refrain from any interaction with me on social media. It's not that I am worried about you or me. The problem is "them." Social media etiquette has a lot of gray zones nowadays with great vulnerability to misinterpretations by an outsider, even regarding the most benign intentions. Although I have not had any issues in the past, there are plenty of risks involved here in our rapidly changing world of electronic social media.

4. Photographing/Recording in Class:

Please refrain. Some of us are not comfortable being photographed, even on the back of the head. I will audio record all lectures. The recording and a PDF of my notes will be released almost always within 1-2 days of the corresponding lecture. And if that's still not enough, I'd be happy to help further.

HARASSMENT

Harassment of any form (physical, sexual, cyber-bullying, racial, cultural, and more....) is not tolerated whatsoever. Any evidence of such behavior will result in immediate, automatic, and permanent dismissal by me from this course. No explanation needed. Please also see our university's policies. Fortunately, so far, I have not had to encounter this situation at PLNU.

NUISANCES AND NUANCES

I want to be totally honest and transparent, without surprises. Please be aware of these limitations of this course (based on prior student feedback and personal observations).

1. MATERIAL IS DENSE: "Pathology" inherently covers an abundant amount of material - significantly more than what our time allows. So this course runs at a rapid pace. It is a whirlwind tour of a variety of illnesses. Some may regard this class as a mini-medical-school. Time constraint is one of the biggest challenges I have in teaching this class. Believe it or not, over the recent semesters, I have actually cut out a lot of material already.

2. **REQUIRED SCIENCE BACKGROUND:** This course assumes being armed with a certain amount of science background. From time to time, the course will allude to subjects such as general chemistry, organic chemistry, biochemistry, cell biology, genetics, and...yes...even physics. It is not uncommon to have to Google-search or dig up prior class notes to remind ourselves of these concepts. And retrieving of these concepts should not be distracting nor time-consuming.

Example: Sickle cell disease is due to a missense mutation that leads to a replacement of valine by glutamic acid in the hemoglobin beta chain. We may have to remind ourselves what missense mutations are in the context of transcription and translation. One would have to recognize that glutamic acid and valine are amino acids, the building blocks of protein such as hemoglobin. If a student has absolutely no background in biology, understanding the pathophysiology of sickle cell anemia may be difficult or time-consuming to grasp. And the class may ultimately be too much to swallow at once. Unfortunately, I will not have time to go over certain fundamentals. As with any class, it is expected to look things up to fill in holes as needed. And every student has a different pattern of holes.

3. **TAKING NOTES BY HAND:** While I highly respect various teaching styles, you'll find out quickly that I am old school. I like to write notes by hand, which I believe promotes kinesthetic learning. I realize that is not a common teaching style anymore in this current generation. PowerPoint slides will rarely be used in this class, if at all. Although I will draw things by hand when suitable, this class will hardly ever use fancy illustrations. This may be a disadvantage to visual learners or learners who prefer reading slides. But I'll try to post up illustrations when needed. Another way around this is to supplement your learning with the class textbook. The class textbook has excellent figures that helps us learn. And of course, I'm available to provide additional help as well.

4. **BIAS TOWARDS EMERGENCY MEDICINE:** I'm an ER doc, which explains it all. But I try to minimize this bias as much as possible.

Example: Myocardial infarction and strokes will be more passionately/thoroughly discussed than rheumatoid arthritis and fibromyalgia.

5. **REQUIRES DISCIPLINE:** This class is known to have minimal "busy work," which may be desirable to some. But don't let that fool us. On the flip side, there's a huge degree of discipline required to keep up with the material. There are not a lot of assignments that determine your grade. So it is essential to do well on each of the components.

6. **TWO AND A HALF HOURS OF LECTURE:** Too long, I know. Unfortunately, this time can not be split up (at least not in the near future). And the class can not extend out to two semesters. These options have actually already been explored and are not feasible for the school at this time. I remember my med school lectures being 4 hours almost daily. It was painful.

STUDENT FEEDBACK

I embrace student feedback, as I'm always trying to improve the course. And this class is not a one-way street. Your comments make the course stronger. If you have any feedback, feel free to discuss with me. I'll also solicit anonymous feedback in class as well. IDEA surveys are helpful too, but really only helpful to future semester students, as I will not be able to view the responses until after this course ends.

WORDS OF WISDOM STUDY ADVICE FROM PRIOR TOP-PERFORMING STUDENTS

The following are actual excerpts from prior KIN 3085 students who have performed exceptionally well:

FROM EARLIER SEMESTERS:

"The best way to study for this course is to actively recall the information. For the case studies I had some one read me out their symptoms while I filled in a blank crack the case sheet. I circled the things that I could remember as being important and that helped on the exam. Mechanisms are huge in this class focuses on understanding why a condition occurs instead of merely memorizing information. Take all the previous exams without notes from prior classes as a way to study for all the quizzes and exams even when there is open note quizzes. Rewriting the notes I found to be very time consuming and unhelpful. Instead make questions out of the notes and create a quizlet to test yourself because there is a lot of material covered. There is a lot to learn in this class and it seems overwhelming you will be successful if you are constantly reviewing the information throughout the week instead of cramming."

"So one thing I did to help me study for the exams was rewriting all the notes in my notebook, then I memorized one page a day. I started studying for tests about a month before we had them, so by the time it came to take the tests I was very well prepared. So as long as they stay on top of studying they will do just fine!"

"Doing classes through zoom is challenging but with the recorded lectures and the notes you posted, I was able to go back and get clarification on anything I may have missed. I made notecards after each lecture and I just studied with those. I don't have any huge secret but I do have a method of ranking the information from the notes that probably helped me the most. ... None of us can memorize every bit of information you gave us, so after each lecture I would "triage" the information based on how likely I thought it was to appear on the exam. I would literally circle things in either red/yellow/green and use those categories to prioritize how I studied my notecards. There's definitely an art form to "triaging" like this that I have developed over the years and I can absolutely go more in depth about what sort of things I use to decide which category a certain piece of information falls into."

"...as long as students put in the appropriate prep time for quizzes/exams (not cramming a few days before), then they should do well"

"One thing I found really helpful was writing mechanisms in a different color!! Makes them memorable and easy to find while reviewing!"

"Something that really helped me in path class was using Anki cards! Anki is a free app that you can download on your computer that you can create flashcards on and it uses spaced repetition based on how hard the content is for you!"

Do the take-home tests "without notes first....it is extremely helpful for the midterm and final exams to study for those quizzes like they were closed-note and gain early understanding."

FROM FALL 2022:

"A few tips would be to space out the studying. Even though the first two exams were open notes, two weeks before I would read through all of the notes and articles for that unit so I was familiar with everything. This also helped me on the extra credit problems where we had to piece together different pathologies for an example case. For the final, I started reviewing my notes about a month prior to the exam. I also used your review video to study and re-read all of the articles for that unit. I would say just to take in depth notes, look up terms you don't understand, and space out the study process."

"I think that some good advice would be to take good notes and listen in class. A lot of the stuff was easier to remember because I found a lot of the information interesting and listened intently and intentionally in class. Also reviewing the notes and the review session videos was really helpful and focusing on the information that you highlighted in there. I used the review session to make a study guide by writing what you said and also pulling stuff from my notes from class."

- "-Commit to taking notes and remain engaged. It's a long class session but it's great practice for graduate school.
- Pay attention to symptoms and illnesses that present often and through multiple sections(ex: pulmonary embolism, tachycardia, pneumothorax)
- Take advantage of the material on Canvas! Skim through the audio lectures. Review the articles and ask questions.
- Crack the Case: Really think through the case from beginning to end. When asking for vitals and labs try to think ahead on what you expect those results to be. This helps to connect differentials and correlate class material to real life examples.
- Treat the quizzes as an exam to get familiar with the format. Take the quiz without notes first then go back and research the answers. Afterwards meet with peers and discuss because it's a great opportunity to audibly "teach" the material and to demonstrate what section in your notes you found your answer."

DISCLAIMER ON MEDICAL ADVICE

A significant amount of medical knowledge will be discussed in this class. Although my goal is to make the material as relevant as possible to the real world, remember that these discussions are primarily for academic purposes. Some students may ask me for medical advice directly, or somehow try to relate themselves to a case discussed in class or an exam question. Although I can certainly provide opinions in the context of course material, nothing I mention should be construed as formal medical advice. If you need formal evaluation, please go see your doctor, go to the emergency room, or dial 9-1-1 for suspected life/limb threatening conditions (e.g. chest pain with cardiac risks, stroke-like symptoms, etc...). Bear in mind that this course and its material (e.g. lecture notes, exam questions, Crack the Case presentations, etc....) are a gross over-simplification of knowledge used to make real-world medical decisions.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request. (Based on 37.5 hours of student engagement per credit hour.)

Distribution of Student Learning Hours

Category	Time Expectation in Hours
Online Participation in Discussions, Groups, etc. (i.e. classroom time)	35
Reading Assignments (i.e. "Hot Off the Press" "Squeaky Wheels")	64.5
Written Assignments (no writing assignments in this class)	0
Other Assignments & Learning Activities (i.e. "Crack the Case" assignment)	3
Quizzes, Surveys (i.e. take-home quizzes)	10
Total Hours	112.5

This is obviously an oversimplified and gross estimation... as students will come from different background and study habits.

CALENDAR OF TOPICS:

Jan. 12	Vital Signs Lab Tests Shock	Mar. 16	Cardiovascular (Part 2)
Jan. 19	Mental Illnesses Toxicology Imaging Tests	Mar. 23	Respiratory
Jan. 26	Biostatistics Cancer	Mar. 30	Gastroenterology
Feb. 2	Hypersensitivity Immunology	Apr. 13	Nephrology
Feb. 9	Infectious Diseases	Apr. 20	OB/GYN
Feb. 16	Endocrinology	Apr. 27	Neurology My career & life experiences
Feb. 23	Hematology	May 4	FINAL EXAM
Mar. 2	Cardiovascular (Part I)		

The table above is an extremely crude outline. Topics may be modified or shuffled as the semester progresses, depending on timing. And again, there are no boundaries between disciplines.

Example: Kidney failure can lead to a cardiac arrhythmia. Vomiting from gastroenteritis may cause a seizure. So we will often connect dots between organ system to organ system.

ASSESSMENT AND GRADING POLICIES

Grades will be based on the following:

TOTAL:	500 points
Take Home Quiz #1 (on Sessions 1 & 2)	20 points
Take Home Quiz #2 (on Sessions 3 & 4)	20 points
Take Home Quiz #3 (on Sessions 5 & 6)	20 points
Take Home Quiz #4 (on Sessions 7 & 8)	20 points
Take Home Quiz #5 (on Sessions 9 & 10)	20 points

Take Home Quiz #6 (on Sessions 11 & 12)	20 points
Take Home Quiz #7 (on Sessions 13 & 14)	20 points
Final Exam (proctored)	200 points
"Squeaky Wheels" (notes and audio) "Hot Off the Press" (articles)	60 points (honor system - automatically granted)
Case Report / "Crack the Case" volunteering	100 points

Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

- Late submissions: If an assignment (i.e. Quiz, Case Report) is late, you may still complete it, but will be scaled down by 70%.
(i.e. original score would be multiplied by 0.7)
- Missing the final: Missing the final can only be done under dire circumstances, pre-approved by me and PLNU. Failure to show without an approved excuse will cause your exam grade to be a 0% or entire course grade to be "incomplete." For the latter, which would still require school approval, my only suggestion is to make it up the following semester (bearing in mind that material may vary and will need to study up on alternate material corresponding to that future semester).
- Grade entries: We are all human, and mistakes do happen. We all do our best to avoid them. But it is the student's responsibility to make sure the ultimate grade entries are accurate. If there is a discrepancy, please address them to me ASAP. Grades are to be formally submitted on 5/14/23.
- Rounding: I will round 0.5 to the next number. For example, an 89.5% will be considered an A-. But an 89.4% will be considered a B+.

CASE REPORT:

Due Thurs. 4/20 @ 11:59 PM

- Please submit under "Assignments"
- MUST select a disease of interest that has NOT been used in "Crack the Case"
- Format: No specific format required. Some copy/paste the instructions below and respond below for each item. Some use the "Crack the Case" template. Whichever way you choose, please just make sure all items asked for are addressed, even if negative.
(e.g. if patient has no allergies, write "no known allergies" rather than not mentioning anything at all)

- Pretend to be the patient. Write down your age, gender, and subjective symptoms. (15 pts)
- Write out the patient's medical history, surgical history, medications, allergies, social history, and family history. (6 pts)
- Write out the patient's vital signs. (10 pts)
- Write out the patient's physical exam findings (15 pts)
- Write out list of differential diagnoses (15 pts)
- Write out what lab tests you'd like to order, and their results (15 pts)
- Write out what imaging tests you'd like to order, and their results (5 pts)
- Write out any medications given (5 pts)
- Write out a management plan other than medications (e.g. procedures, fluids, positioning, etc.) (5 pts)

10. What is their disposition (home, admission)? (5 pts)
11. What consultants/specialists are involved? (4 pts)

SIDEBAR: This assignment is waived for those who volunteer to do the "Crack the Case" presentations.

"CRACK THE CASE" SIMULATIONS NOTHING TO TURN IN, BUT FAIR GAME ON EXAMS

In other words, these are interactive case simulations facilitated during class time. I encourage you to use the provided "Crack the Case Template" (below this paragraph) to take notes. Material discussed, especially those topics I highlight at the end of the case, are fair game on the exams. Student volunteers are needed to "act out" the patient during class, primarily focusing on a history and physical exam (verbally communicated) lead the class to the correct diagnosis and management. The class will try to solve the case. Class participation is highly encouraged. Not every student will need to volunteer. As mentioned above, students who volunteer will get "Case Report" waived.

Template:

[CrackTheCaseTemplate.pdf](#)

Normal laboratory values: https://www.nbme.org/sites/default/files/2020-07/Laboratory_Reference_Values.pdf

ASSIGNMENTS:

A. "HOT OFF THE PRESS" NOTHING TO TURN IN, BUT FAIR GAME ON EXAMS

Essentially, these are recent journal articles from the medical/scientific field, that are selected by me. I will try to select topics that are useful. Please read them. Key points will be presented either in class and/or in a review session.

ARTICLES:

1. Commotio Cordis

[CommotioCordis.pdf](#)

B. "SQUEAKY WHEELS" NOTHING TO TURN IN, BUT FAIR GAME ON EXAMS

These are audio recordings, supplemented with written notes, that discuss topics specifically from the perspective of the chief complaint. Thinking from this angle is crucial in clinical medicine. Most of these are from EM:RAP, a well-received educational resource in the emergency medicine community.

EM:RAP Statement: "These materials have been peer reviewed and are for reference only. When treating a patient, this material should be checked against other references and local practice."

POSTS:

1. Cardiac Arrest

[CardiacArrest.pdf](#)

ARCHIVE OF OLD EXAMS (File name should be self-explanatory)

SPRING 2020:

[Quiz1-Spring2020-Blank.pdf](#)
[Quiz1-Spring2020-Key.pdf](#)

[Quiz2-Spring2020-Blank.pdf](#)
[Quiz2-Spring2020-Key.pdf](#)

[Midterm-Spring2020-Blank.pdf](#)
[Midterm-Spring2021-Key.pdf](#)

[Quiz3-Spring2020-Blank.pdf](#)
[Quiz3-Spring2020-Key.pdf](#)

[Quiz4-Spring2020-Blank.pdf](#)
[Quiz4-Spring2020-Key.pdf](#)

FALL 2020:

[Quiz1-Fall2020-Blank.pdf](#)
[Quiz1-Fall2020-Key.pdf](#)

[Midterm-Fall2020-Blank.pdf](#)
[Midterm-Fall2020-Key.pdf](#)

[Quiz2-Fall2020-Blank.pdf](#)
[Quiz2-Fall2020-Key.pdf](#)

[Final-Fall2020-Blank.pdf](#)
[Final-Fall2020-Key.pdf](#)

SPRING 2021:

[Quiz1-Spring2021-Blank.pdf](#)
[Quiz1-Spring2021-Key.pdf](#)

[Midterm-Spring2021-Blank.pdf](#)
[Midterm-Spring2021-Key-1.pdf](#)

[Quiz2-Spring2021-Blank.pdf](#)
[Quiz2-Spring2021-Key.pdf](#)

[Final-Spring2021-Blank.pdf](#)
[Final-Spring2021-Key.pdf](#)

FALL 2021:

[Quiz1-Fall2021-Blank.pdf](#)
[Quiz1-Fall2021-Key.pdf](#)

[Midterm-Fall2021-Blank.pdf](#)
[Midterm-Fall2021-Key.pdf](#)

[Quiz2-Fall2021-Blank.pdf](#)
[Quiz2-Fall2021-Key.pdf](#)

[Final-Fall2021-Blank.pdf](#)
[Final-Fall2021-Key.pdf](#)

SPRING 2022:

[Midterm-Spring2022-Blank.pdf](#)
[Midterm-Spring2022-Key.pdf](#)

[Final-Spring2022-Blank.pdf](#)
[Final-Spring2022-Key.pdf](#)

FALL 2022:

[Quiz1-Fall2022-Blank.pdf](#)
[Quiz1-Fall2022-Key.pdf](#)

[Quiz2-Fall2022-Blank.pdf](#)
[Quiz2-Fall2022-Key.pdf](#)

[Final-Fall2022-Blank.pdf](#)
[Final-Fall2022-Key.pdf](#)

SPRING 2023:

[Quiz1-Spring2023-Blank.pdf](#)

REFERENCES & RECOMMENDATION LETTERS

I would love to provide, based on our interactions, observations, and class performance. Please be mindful of the following:

1. References (i.e. Putting my name down on the application without any defined specific tasks)

Please just give me a heads up, and I'll give you what contact info to use.

2. Recommendation Letters (i.e. involves me writing a letter and/or answering open-ended questions)

Please give me at least one month advance notice. My personal and professional workload can easily pile up, and I want to find ample time so I can write a strong one.

Once the letter is submitted, it is the student's responsibility to follow up to ensure submission (e.g. submission is in the hands of the right people, in the correct format, nothing else is missing, etc...)

PERSONAL PROPERTY

I am not responsible for any lost or stolen property left in the classroom. Also, anything I have that is not picked up from me by the end of the semester (e.g. hard copy of a graded quiz) will be tossed out.

LAST BUT NOT LEAST

Just a little piece of advice for our class... and beyond. Please do not be afraid to ask for help. The worst thing to do for this class is struggling then not asking for help. And when seeking help, ask early. Do not wait until the end of the semester, when most of the grade is already etched in stone. I want to you all to succeed in this class and your careers!

GENERAL UNIVERSITY-WIDE POLICIES:

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

SPIRITUAL CARE

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

COURSE MODALITY DEFINITIONS

1. **In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
2. **Online:** Coursework is completed 100% online and asynchronously.
3. **Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
4. **Hybrid:** Courses that meet face-to-face with required online components.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-

enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

USE OF TECHNOLOGY

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.