ATEP 365-002 General Medical Conditions in Athletics
Course Syllabus and Schedule
Fall Semester 2017: August 22 – December 4

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**Course Instructor**

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**Contacting Instructor**

**Method of Contact**

If you have course-related questions, please post them to the OAKS discussion board entitled “Diagnosis Please.” I ask that you post general questions in this area to establish a community forum. By posting general course-relate questions to the discussion board your classmates can provide assistance, which may result in you getting a faster response. Also, others may have the same question as you so may appreciate the time you save them.

For questions of an individual or personal nature, please contact me using my work email address: rozzis@cofc.edu. When you email please include in the subject line “ATEP 365” along with your name (even if your name is part of your email address). This will assist in you getting a more timely response.

**Response Times**

Participants can expect responses as follows*:

- **Email:** within 48 hours
- **Discussion posts:** within 48 hours
- **Assignment feedback:** within approximately 72 hours of submission date

*Response times are based only on business days. Weekend days and holidays do not apply.*
**Course Related Information**

**Course Description**

This course focuses on general medical conditions by body system; their mechanism of acquisition, signs, symptoms, referral criteria and return-to-participation guidelines. Candidates explore treatment options and the body’s physiological and psychological response to pharmacological agents. Methods of identifying risk factors and preventing general medical conditions will also be discussed.

**Prerequisites**

ATEP 345 and lab, BIOL 201, and acceptance into the Athletic Training Education Program, or permission of the course instructor

**Course Grading System**


**Student Learning Outcomes**

1. As a result of participating in ATEP 365-001, all students will be able to explain the general therapeutic strategies for managing asthma in a physically active population as indicated by earning a B or higher on Application Scenario C.
2. As a result of participating in ATEP 365-001, all students will be able to design a therapeutic intervention plan for a common disease using prescription and nonprescription medications as indicated by earning a B or higher on the Final Medical Condition Presentation.
3. As a result of participating in ATEP 365-001, all students will be able to identify and describe the basic signs and symptoms of mental health disorders that may indicate the need for referral to a mental health care professional as indicated by earning a B or higher on Application Scenario F.

**Course Objectives**

Upon successful completion of the course, the student should be able to:

1. explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to: (a) cardiac arrest, (b) asthma, (c) traumatic brain injury, (d) hyponatremia, (e) exertional sickling, (f) anaphylactic shock

2. identify the signs, symptoms, interventions, and when appropriate the return to play criteria for potential life-threatening conditions such as: (a) sudden cardiac arrest, (b) exertional sickling associated with sickle cell trait, (c) rhabdomyolysis, (d) diabetic emergencies including hypoglycemia and ketoacidosis, (e) asthma attacks, (f) systemic allergic reaction, including anaphylactic shock, (g) epileptic and non-epileptic seizures, (h) shock, (i) toxic drug overdose, (j) local allergic reaction.
3. develop specific plans of care for common potential emergent conditions.

4. determine the need for, demonstrate use of, and assist a patient in the use of (when warranted): (a) a nebulizer, (b) a meter-dose inhaler, (c) glucometer, (d) auto-injectable epinephrine.

5. identify common congenital, acquired, modifiable, non-modifiable risk factors along with typical injury/illness mechanisms, and signs and symptoms for common illnesses affecting people who engage in physical activity throughout their life span.

6. explain the precautions and risk factors associated with physical activity in persons with common congenital and acquired abnormalities, disabilities, and diseases.

7. assess, interpret findings, determine participation status, and make referral decisions from a clinical examination conducted using standard techniques and procedures for the clinical examination of common conditions, illnesses, and diseases including, but not limited to:
   a. history taking (pertinent past medical history, underlying systemic disease, use of medications, patient’s perceived pain, course of condition)
   b. inspection/observation
   c. palpation
   d. cardiovascular function (including differentiation between normal and abnormal heart sounds, blood pressure, and heart rate)
   e. pulmonary function (including differentiating between normal breath sounds, percussion sounds, number and characteristics of respiration, peak expiratory flow)
   f. abdominal assessment (percussion, palpation, auscultation)
   g. gastrointestinal function (including differentiating between normal and abnormal bowel sounds)
   h. genitourinary function (urinalysis)
   i. ocular function (vision, ophthalmoscope)
   j. function of the ear, nose, and throat (including otoscopic evaluation)
   k. dermatological assessment
   l. other assessments (glucometer, temperature)
   m. functional assessment

8. conduct a clinical examination of common conditions, illnesses, and diseases by:
   a. describing the role of diagnostic imaging and testing in the diagnostic procedure,
   b. applying clinical prediction models
   c. modifying the diagnostic exam according to situation and patient demands
   d. using clinical reasoning
   e. incorporating concept of differential diagnosis
   f. determining when examination results warrant referral of patient
   g. explaining the role of evidence in the clinical decision making process
   h. determining the effectiveness and efficacy of an athletic training intervention using evidence-based practice concepts.

9. describe ways federal and state infection control regulations and guidelines for the prevention, exposure, and control of infectious diseases apply to the practice of athletic training and describe
a plan to limit transmission of communicable diseases including:
   a. accessing appropriate medical assistance on disease control
   b. notifying medical authorities
   c. protecting health care providers to prevent disease transmission and epidemics.

10. describe current setting-specific and activity specific rules and guidelines for managing injuries and illnesses and develop healthcare educational programs specific to the target audience.

11. describe the role of the athletic trainer and the delivery of athletic training services in the healthcare system by:
   a. describing the role and function of various health care providers and protocols that govern the referral of patients to these professionals
   b. differentiating among the preparation, scope of practice, and roles and responsibilities of healthcare providers and other professionals
   c. specifying when referral of a client/patient to another healthcare provider is warranted
   d. formulating and implementing strategies to facilitate that referral.

12. identify and describe the basic signs and symptoms of mental health disorders, and personal/social conflict that may indicate the need for referral to a mental health care professional.

13. describe how common pharmacological agents influence pain and differentiate between palliative and primary pain-control interventions.

14. explain the concepts of pharmacokinetics and the influence exercise might have on these process

15. explain the concepts of bioavailability, half-life, and bioequivalence and their relevance to the patient, the choice of medications, and the dosing schedule.

16. explain the concepts of pharmacodynamics as they relate to the mechanism of drug action and therapeutic effectiveness.

17. explain the theories and principles relating to expected physiological responses during and following therapeutic (pharmacological) intervention and how these responses vary across the lifespan.

18. explain the federal, state, and local laws, regulations, and procedures for the proper storage, disposal, transportation, dispensing, administering (when appropriate), and documentation associated with commonly used prescription and nonprescription medications.

19. design, dispense, and administer (when appropriate) therapeutic interventions using prescription and nonprescription medications by:
   a. assessing the patient and employ an electronic drug resource to identify indications, contraindication, precautions, and potential adverse reactions.
b. identifying therapeutic drugs, supplements, and performance-enhancing substances banned by sport or workplace organizations

c. stating the advantages and disadvantages of common routes used to administer medications

d. positioning and preparing the patient and properly assisting and/or instructing the patient in the proper use, cleaning, and storage of drugs commonly delivered by metered dose inhalers, nebulizers, insulin pumps, or other parenteral routes.

e. communicating with patient regarding compliance issues, drug interactions, adverse drug reactions, and sub-optimal therapy.

f. applying the intervention, using appropriate parameters

g. reassessing the patient to determine the immediate impact of treatment and to determine when a treatment should be progressed, regressed, or discontinued

h. using appropriate pharmaceutical terminology for management of medications, inventory control, and reporting of all pharmacological agents.

20. explain the general therapeutic strategy for the following common diseases and conditions:
   (a) asthma, (b) diabetes, (c) hypertension, (d) infections, (e) depression, (f) GERD, (g) allergies, (h) pain, (i) inflammation, and (j) the common cold.

**Course Location and Times:** Virtual

- The majority of course interaction will be conducted *asynchronously*; this means you can complete the assignments and course activities at times most convenient for you.
- Each module will open at 12:15 am EST on the date posted on the course schedule.
- There are dates assigned to all class assignments and activities. It is important you adhere to all due dates, especially as some assignments and activities may be collaborative.
- The course will be administered through OAKS, the College’s learning management system. You should sign into OAKS *at least once every day*. However, logging in more frequently will increase your interaction, achievement, and management of this course.

**Required Texts and Additional Information**

  - To access the supplemental web study guide: go to www.HumanKinetics.com/MedicalConditionsInTheAthlete and click on the third edition link next to the third edition book cover.
- Magnus and Miller. Pharmacology Application in Athletic Training. FA Davis, 2005
- All other required readings will be available online and/or are available in OAKS.
- Required videos and Internet links will also be available in OAKS.
Participant Expectations

Course Structure

This course contains 7 learning modules, plus a course introduction module. Each module represents a unit of instruction. The course modules are located in the Content tool in OAKS. Everything you need for the instruction is located inside each module.

Each module will open at 12:15 am EST on the date posted and will remain open for the duration of the course. All major assignments will be due on the date/time posted.

Each module contains a checklist, which serves as the overall guide to keep you on task. These checklists appear in the Checklist section in the GRADES drop down menu of OAKS. When using this live checklist be sure to hit SAVE after checking the boxes of your completed tasks.

Please note: the course instructor can see items that have/have not been checked off of the checklist in OAKS.

Learning Activities

This course has 7 learning modules. The modules may contain some of the following activities:

- Videos
- Reading Assignments
- Websites
- Research Articles
- Discussion Board Posting Assignments
- Application Scenarios
- Content Questions

Each activity has a due date associated with it. Please see the course schedule and the checklist associated with each module for specific activities and their due dates. All due dates are also listed in the content section for each module, as well as the course calendar.

Time Commitment

- This course is a three (3) credit hour class. When taught during a regular (fall or spring) academic semester as a traditional face-to-face college course you would be expected to spend approximately 3 clock-hours per week in class and a minimum of 6 clock-hours (2 for every one in class) outside, for a total of at least 9 hours per week.
- Keep in mind this is a minimum and you may need more time for completing assignments and mastering the content of this course.
- You should check the course site on OAKS and your e-mail at least one time per day to stay current with course work, as well as any changes or developments in the schedule.
Evaluation Criteria

Application Scenarios (7 x 20 pts) = 140
Topic Knowledge Assessments (20 x 10 pts) = 200
Discussion Board Postings (12 x 10 pts) = 120
Module Content Questions (7 x 15 pts) = 105
Medical Condition Presentation = 135
   Reference List = 10
   Draft Version = 25
   Final Presentation = 100

Total Available Points = 700

** Additional (Extra Credit) Points Available Through SHARE = 15 points maximum.

You may earn up to a total of 15 points (to be added to your point total) for information you post to the SHARE forum of the course discussion board. Each post is worth up to 5 points and must be posted prior to the posting deadlines. You can earn extra credit for a maximum of one post for each deadline. However, you are welcome to post and comment on other posts as often as you would like. To earn the maximum 15 points for the semester you must make one post prior to each of the three deadlines. For example, the first post deadline is October 1. If you don’t post by October 1 you can only post a maximum of two posts for extra credit. Here are the posting blocks:

   Block 1: September 4 – October 1 (midnight)
   Block 2: October 2 – October 29 (midnight)
   Block 3: October 30 – December 3 (midnight)

Evaluation Criteria Details

Application Scenarios

Seven (7) real-to-life scenarios based on course content will be provided via OAKS. Working independently you will answer the questions associated with the scenario. Simply type your answers immediately after each question so that I can read the question and then your answer. You may want to bold or italicize the question or your answer. For each application scenario the question answers must be word processed, using the question sheet as your template. The document must be saved as a .pdf file and submitted via the course’s OAKS dropbox by the due date and time. Only submitted documents in .pdf format and formatted according to the template will be accepted and graded.

Topic Knowledge Assessments

For twenty (20) topics in this course you will complete a topic knowledge assessment using the Quiz feature in OAKS. Each knowledge assessment will consist of 10 to 20 questions which may be multiple choice, fill-in-the-blank, or short answer type questions. You will have only
one attempt to complete each assessment as well as a limited amount of time to answer the questions. These assessments are an **independent assignment and therefore must be completed without assistance from any person**. You are permitted, however, to use class materials, including your textbooks and content posted in OAKS, to complete your assessment. I recommend you complete all the topic readings and associated assignments prior to attempting the assessment as you most likely **WILL NOT** have enough time to “look-up” answers for each of the assessment questions.

**Discussion Board Postings**

Over the course of the semester you will respond to 12 discussion board prompts posted on the discussion board feature in OAKS. These discussion board prompts are related to course content. Prompts will be based on readings, videos, or webinars on course topics. You will be required to post to the discussion board before you will be able to view the posts of your classmates. Your discussion board posting assignments will be graded using a standardized rubric evaluating the accuracy of the content in your post, your critical thinking, along with writing style including punctuation, grammar, and spelling. To take advantage of available grammar and spelling checks, you may want to write your response in a word processing program prior to posting it to the OAKS discussion board.

**Module Content Questions**

For each of the seven modules you will receive 10-15 questions related to the entire module content. **Working independently** you will answer the questions completely and concisely using any of the sources provided within the module. If you use outside sources (not information from texts or content posted in module) you need to provide a reference for that information. Your submitted work must be word processed, using the question sheet as your template. Simply type your answer immediately after each question so that I can read the question and then your answer. You may want to bold or italicize the question or your answer. The document must be saved as a .pdf file and submitted via the course’s OAKS dropbox by the due date and time. **Only submitted documents in .pdf format and formatted according to the template will be accepted and graded. These assignments are an independent assignment and must be completed independently, without assistance from any persons.**

**Medical Condition Presentation**

You will create an informational oral presentation on a medical condition common to the athletic or sport environment. The information contained within your presentation will be based on current published research findings and literature. Detailed information regarding this assignment will be posted in OAKS.

**Final Grade Calculation**

Totaling the number of points you earn and dividing it by the total number of available points will calculate your final grade for this course. No other factors will be considered. The grade will be assigned according to the following table:
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade Earned</th>
<th>Percentage</th>
<th>Grade Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100 %</td>
<td>A</td>
<td>70-74 %</td>
<td>C</td>
</tr>
<tr>
<td>88-89 %</td>
<td>A-</td>
<td>68-69%</td>
<td>C-</td>
</tr>
<tr>
<td>85-87 %</td>
<td>B+</td>
<td>66-67%</td>
<td>D+</td>
</tr>
<tr>
<td>80-84%</td>
<td>B</td>
<td>64-65%</td>
<td>D</td>
</tr>
<tr>
<td>78-79 %</td>
<td>B-</td>
<td>62-63%</td>
<td>D-</td>
</tr>
<tr>
<td>75-77 %</td>
<td>C+</td>
<td>&lt;62%</td>
<td>F</td>
</tr>
</tbody>
</table>

### Late Work Policy

All assigned work should be submitted by the due date and time. A 10% deduction will be taken for each 24-hour time block following the assignment’s due date and time. For example, if an assignment is due at 11pm on October 1st then turning in the assignment any time after 11pm and before 11pm on October 2nd will result in the total points available for the assignment being reduced by 10%. If the assignment is turned in on or after October 2nd but before 11pm on October 3rd the total points available for the assignment will be reduced by 20%. Keep in mind the 24-hour blocks include Saturdays, Sundays, and holidays. Assignments will not be accepted more than five (5) 24-hour blocks after the assignment’s due date.

### Accessibility Statement

The College of Charleston is committed to providing access for all people with disabilities and will provide accommodations if notified.

- Students with a documented disability requesting accommodations in this course must be registered with the Center for Disability Services: http://disabilityservices.cofc.edu/index.php
- Students must discuss needed accommodations within the first two days of the course start date or immediately after obtaining an access plan.

### Honor Code and Academic Integrity

It is expected that each student in this class will conduct him or herself within the guidelines of the honor system. All academic work should be done with the highest level of honor and integrity that this institution demands. Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student’s actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the
future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration—working together without permission—is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a test from a previous semester), copying from another’s exam, fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Students can find a complete version of the Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.
Technology Expectations

Required Technology

Hardware
- Computer with high speed internet access

Software
Please make sure that the following applications are up-to-date. Please contact the College of Charleston’s Help Desk at helpdesk@cofc.edu if you need assistance with this process.
- Firefox (recommended browser)
- Acrobat Reader
- Adobe Flash Player
- QuickTime
- Java

You MUST Double Check
In previous semester students in this class have uploaded the "wrong document" when uploading an assignment to a dropbox. I understand electronic files can get mixed up and errors can occur. However, you need to be very careful submitting electronic documents. After uploading a document to a dropbox you need to take a minute to make sure the uploaded document is the one you intended to submit. The dropboxes are set up for multiple submissions so if you upload the wrong document you can upload the correct one. Uploading an incorrect document is not an accepted excuse for an assignment being submitted late. I encourage you to submit all assignments far in advance of the due date and time and double check your submissions.

Netiquette
The word “Netiquette” comes from combining “network” and “etiquette.” Because online communication generally lacks visual cues common to face-to-face interactions, you are expected to follow these standards. Please abide by the following netiquette rules when communicating with your facilitators, mentors, and peers in this class:
- Be sensitive and reflective to what others are saying.
- Use appropriate capitalization. Using all capital letters is the equivalent of yelling.
- Be mindful of “flames”-- These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Use appropriate language. Be cautious of offensive language.
- Use clear subject lines.
- Use abbreviations or acronyms only if the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Community Statement
Community for an on-line course such as this one means a group of learners who can communicate with each other to ask questions, gain and give encouragement, and from whom they can receive constructive feedback and affirmation. For this online course, it is important all students with each other and with the instructor to build a sense of community. Developing a community in this online course is important to student success.

It has been shown that students who feel connected to a course place a high priority on the course, undoubtedly resulting in a better learning experience. Students are encouraged to fully participate in all course activities and assignments and to interact with their classmates in a positive and supportive way. Students are responsible for reaching out for help from classmates and the course instructor whenever needed, especially if they are feeling overwhelmed or lost.

**Due Dates and Disaster Recovery**
- Unless otherwise indicated, *all assignments must be completed by 11:30 p.m. EST of the published due dates.*
- If you have technical difficulties regarding hardware/software, please contact the Helpdesk (953-3375). If you are having trouble accessing Course Content, please contact me as soon as possible.
- If you encounter specific hardware or network problems that prohibit you from completing an assignment on time, contact me immediately via email.
- If you experience recurrent technical problems that prohibit you from completing multiple assignments, you may be asked to discontinue in the course and re-enroll at a future date.

*Note: Computer failure/unavailability does not constitute an excuse for not completing assignments by the due date.*
### Tentative Course Schedule: Fall 2017 Semester

At the beginning of each module within OAKS, there will be a checklist with more detailed information regarding instructions and the progression through each module. This schedule is just a reference to the topics covered by week and the major due dates for assignments. Please note: This calendar may change.

<table>
<thead>
<tr>
<th>Module Name and Content (Open at 12:15 am EST)</th>
<th>Associated Assignments</th>
<th>Due Date (11:30pm EST)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Introduction Module</strong>&lt;br&gt;Opens: Tuesday August 22</td>
<td>Syllabus and Honor Code Knowledge Assessment</td>
<td>Must achieve grade of 80% to gain access to Module 1</td>
</tr>
<tr>
<td><strong>Module 1 Opens: Tuesday August 22</strong>&lt;br&gt;Must achieve grade of 80% on Honor Code Knowledge Assessment to gain access to this module</td>
<td>Discussion Board Post #1</td>
<td>August 25</td>
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<tr>
<td>Introduction to Infectious Diseases</td>
<td>Topic Knowledge Assessment PO (Practice Only- doesn’t count towards course grade)</td>
<td>September 1</td>
</tr>
<tr>
<td>Introduction to General Medical Conditions</td>
<td>Discussion Board Post #2</td>
<td>September 3</td>
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<tr>
<td><strong>Module 2 Opens: Monday September 4</strong></td>
<td>Topic Knowledge Assessment #1</td>
<td>September 8</td>
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<tr>
<td>Introduction to the Medical Examination</td>
<td>Discussion Board Post #3</td>
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<tr>
<td>Introduction to Pharmacology</td>
<td>Topic Knowledge Assessment #2</td>
<td>September 12</td>
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<tr>
<td></td>
<td>Discussion Board Post #4</td>
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<tr>
<td>Topic</td>
<td>Assessment/Scenario</td>
<td>Date</td>
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<tr>
<td>Dis. of Ear, Nose, Throat, Mouth</td>
<td>Topic Knowledge Assessment #3</td>
<td>September 15</td>
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<tr>
<td></td>
<td>Application Scenario A</td>
<td></td>
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<td></td>
<td>Module 2 Content Questions</td>
<td>September 17</td>
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<td>Module 3 Opens: Monday</td>
<td>September 18</td>
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<tr>
<td>Over-the-Counter Medication for Disorders of the Ear, Nose, Throat, Mouth, and Respiratory System</td>
<td>Topic Knowledge Assessment #4 Discussion Board Post #5</td>
<td>September 22</td>
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<tr>
<td>Respiratory System Disorder</td>
<td>Topic Knowledge Assessment #5</td>
<td>September 22</td>
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<tr>
<td>Drugs for Respiratory System Disorders</td>
<td>Topic Knowledge Assessment #6 Application Scenario B</td>
<td>September 26</td>
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<tr>
<td>Dermatological Conditions</td>
<td>Topic Knowledge Assessment #7 Application Scenario C</td>
<td>September 29</td>
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<td>Video Project Topic Selected</td>
<td>September 30</td>
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<td>Module 3 Content Questions</td>
<td>October 1</td>
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<td>Module 4 Opens: Monday</td>
<td>October 2</td>
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<tr>
<td>Infectious Diseases</td>
<td>Topic Knowledge Assessment #8 Discussion Board Post #6</td>
<td>October 6</td>
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<tr>
<td>Drugs for Bacterial, Viral, and Fungal Conditions</td>
<td>Topic Knowledge Assessment #9 Discussion Board Post #7</td>
<td>October 10</td>
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<tr>
<td>Disorders of the Eye</td>
<td>Topic Knowledge Assessment #10</td>
<td>October 13</td>
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<tr>
<td>Examination of the Eye</td>
<td>Topic Knowledge Assessment #11 Application Scenario D</td>
<td>October 13</td>
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<td>Video Project Reference List</td>
<td>October 14</td>
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<td></td>
<td>Module 4 Content Questions</td>
<td>October 15</td>
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<td>Module 5 Opens: Monday October 16</td>
<td>FALL BREAK! ENJOY YOUR MUCH NEEDED BREAK!</td>
<td>October 16-17</td>
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<td>Systemic Disorders</td>
<td>Topic Knowledge Assessment #12 Discussion Board Post #8</td>
<td>October 20</td>
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<td>Diabetes Mellitus and Drugs for DM</td>
<td>Topic Knowledge Assessment #13 Application Scenario E</td>
<td>October 24</td>
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<td>Disorders of the Neurological System</td>
<td>Topic Knowledge Assessment #14 Discussion Board Post #9</td>
<td>October 27</td>
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<td>Video Project Draft</td>
<td>October 28</td>
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<td>Module 5 Content Questions</td>
<td>October 29</td>
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<th>Module 6 Opens: Monday October 30</th>
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<tr>
<td>Gynecological System Disorders Disorder</td>
<td>Topic Knowledge Assessment #15 Discussion Board Post #10</td>
<td>November 3</td>
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<tr>
<td>Genitourinary System Disorders and Urinalysis</td>
<td>Topic Knowledge Assessment #16 Application Scenario F</td>
<td>November 7</td>
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<tr>
<td>Gastrointestinal Disorders and OTC medications for Gastrointestinal Disorders</td>
<td>Topic Knowledge Assessment #17 Discussion Board Post #11</td>
<td>November 10</td>
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<tr>
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<td>Module 6 Content Questions</td>
<td>November 12</td>
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<th>Topic Knowledge Assessment #18 Application Scenario G</th>
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<td>Disorders of the Cardiovascular System</td>
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