I. Course Description
KINE 4326 Medical Terminology and Conditions in Sport and Exercise provides information about team physician and athletic trainer relationships, physical examinations, emergency equipment, medical terminology, athletic injuries, and problems related to the team physician. Prerequisite: KINE 2325 or KINE 3318 or BIOL 2401.

II. Rationale
This course will provide information on medical terminology, risk management, general medical conditions and other topics that are related to the athletic trainer/sports medicine team relationship. This course is required for students majoring in Athletic Training and accepted into the Athletic Training Education Program at Texas A&M University-Corpus Christi. This course is to be taken concurrently with KINE 4193 (Clinical Experiences in Athletic Training VII) for all Athletic Training majors. This is a preparatory course for students seeking to be a Certified Athletic Trainer (ATC) as they plan to sit for the Board of Certification (BOC) exam.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors
1. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TExES Competencies (if applicable)
a. TExES COMPETENCIES: N/A

b. ATHLETIC TRAINING EDUCATION COMPETENCIES (CAATE 5th Ed.)
   Prevention and Health Promotion (PHP):
   PHP-8. Identify the necessary components to include in a preparticipation physical examination as
recommended by contemporary guidelines (eg, American Heart Association, American Academy of Pediatrics Council on Sports Medicine & Fitness).

**PHP-9.** Explain the role of the preparticipation physical exam in identifying conditions that might predispose the athlete to injury or illness.

**PHP-15.** Use a glucometer to monitor blood glucose levels, determine participation status, and make referral decisions.

**PHP-16.** Use a peak-flow meter to monitor a patient’s asthma symptoms, determine participation status, and make referral decisions.

**PHP-17.** Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to:

- **PHP-17a.** Cardiac arrhythmia or arrest
- **PHP-17b.** Asthma
- **PHP-17c.** Traumatic brain injury
- **PHP-17d.** Exertional heat stroke
- **PHP-17e.** Hyponatremia
- **PHP-17f.** Exertional sickling
- **PHP-17g.** Anaphylactic shock
- **PHP-17h.** Cervical spine injury
- **PHP-17i.** Lightning strike

**Clinical Examination and Diagnosis (CE):**

- **Systems and Regions**
  - Integumentary
  - Neurological
  - Cardiovascular
  - Endocrine
  - Pulmonary
  - Gastrointestinal
  - Hepatobiliary
  - Immune
  - Renal and urogenital
  - The face, including maxillofacial region and mouth
  - Eye, ear, nose, and throat

**CE-1.** Describe the normal structures and interrelated functions of the body systems.

**CE-2.** Describe the normal anatomical, systemic, and physiological changes associated with the lifespan.

**CE-3.** Identify the common congenital and acquired risk factors and causes of musculoskeletal injuries and common illnesses that may influence physical activity in pediatric, adolescent, adult, and aging populations.

**CE-6.** Describe the basic principles of diagnostic imaging and testing and their role in the diagnostic process.

**Acute Care of Injuries and Illnesses (AC):**

**AC-1.** Explain the legal, moral, and ethical parameters that define the athletic trainer’s scope of acute and emergency care.

**AC-2.** Differentiate the roles and responsibilities of the athletic trainer from other pre-hospital care and hospital-based providers, including emergency medical technicians/paramedics, nurses, physician assistants, and physicians.

**AC-3.** Describe the hospital trauma level system and its role in the transportation decision-making process.

**AC-7.** Differentiate between normal and abnormal physical findings (eg, pulse, blood pressure, heart and lung sounds, oxygen saturation, pain, core temperature) and the associated pathophysiology.
AC-34. Explain the importance of monitoring a patient following a head injury, including the role of obtaining clearance from a physician before further patient participation.
AC-36. Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for:
   - AC-36a. sudden cardiac arrest
   - AC-36b. brain injury including concussion, subdural and epidural hematomas, second impact syndrome and skull fracture
   - AC-36c. exertional sickling associated with sickle cell trait
   - AC-36f. rhabdomyolysis
   - AC-36h. diabetic emergencies including hypoglycemia and ketoacidosis
   - AC-36i. asthma attacks

Psychosocial Strategies and Referral (PS):
PS-1. Describe the basic principles of personality traits, trait anxiety, locus of control, intrinsic and extrinsic motivation, and patient and social environment interactions as they affect patient interactions.
PS-2. Explain the theoretical background of psychological and emotional responses to injury and forced inactivity (eg, cognitive appraisal model, stress response model).
PS-3. Describe how psychosocial considerations affect clinical decision-making related to return to activity or participation (eg, motivation, confidence).
PS-4. Summarize and demonstrate the basic processes of effective interpersonal and cross-cultural communication as it relates to interactions with patients and others involved in the healthcare of the patient.
PS-5. Summarize contemporary theory regarding educating patients of all ages and cultural backgrounds to effect behavioral change.
PS-6. Explain the importance of educating patients, parents/guardians, and others regarding the condition in order to enhance the psychological and emotional well-being of the patient.
PS-7. Describe the psychological techniques (eg, goal setting, imagery, positive self-talk, relaxation/anxiety reduction) that the athletic trainer can use to motivate the patient during injury rehabilitation and return to activity processes.
PS-8. Describe psychological interventions (eg, goal setting, motivational techniques) that are used to facilitate a patient’s physical, psychological, and return to activity needs.
PS-9. Describe the psychosocial factors that affect persistent pain sensation and perception (eg, emotional state, locus of control, psychodynamic issues, sociocultural factors, personal values and beliefs) and identify multidisciplinary approaches for assisting patients with persistent pain.
PS-10. Explain the impact of sociocultural issues that influence the nature and quality of healthcare received (eg, cultural competence, access to appropriate healthcare providers, uninsured/underinsured patients, insurance) and formulate and implement strategies to maximize client/patient outcomes.
PS-11. Describe the role of various mental healthcare providers (eg, psychiatrists, psychologists, counselors, social workers) that may comprise a mental health referral network.
PS-12. Identify and refer clients/patients in need of mental healthcare.
PS-13. Identify and describe the basic signs and symptoms of mental health disorders (eg, psychosis, neurosis; sub-clinical mood disturbances (eg, depression, anxiety); and personal/social conflict (eg, adjustment to injury, family problems, academic or emotional stress, personal assault or abuse, sexual assault or harassment) that may indicate the need for referral to a mental healthcare professional.
PS-14. Describe the psychological and sociocultural factors associated with common eating disorders.
PS-15. Identify the symptoms and clinical signs of substance misuse/abuse, the psychological and sociocultural factors associated with such misuse/abuse, its impact on an individual’s health and physical performance, and the need for proper referral to a healthcare professional.
PS-16. Formulate a referral for an individual with a suspected mental health or substance abuse problem.
PS-17. Describe the psychological and emotional responses to a catastrophic event, the potential need for a psychological intervention and a referral plan for all parties affected by the event.

Healthcare Administration (HA):
HA-1. Describe the role of the athletic trainer and the delivery of athletic training services within the context of the broader healthcare system.
HA-9. Identify the components that comprise a comprehensive medical record.
HA-10. Identify and explain the statutes that regulate the privacy and security of medical records.
HA-16. Describe federal and state infection control regulations and guidelines, including universal precautions as mandated by the Occupational Safety and Health Administration (OSHA), for the prevention, exposure, and control of infectious diseases, and discuss how they apply to the practicing of athletic training.
HA-18. Describe the basic legal principles that apply to an athletic trainer’s responsibilities.
HA-23. Identify and explain the recommended or required components of a pre-participation examination based on appropriate authorities’ rules, guidelines, and/or recommendations.
HA-28. Understand the role of and use diagnostic and procedural codes when documenting patient care.
HA-30. Describe the role and functions of various healthcare providers and protocols that govern the referral of patients to these professionals.

Professional Development and Responsibility (PD):
PD-3. Describe the role and function of the Board of Certification, the Commission on Accreditation of Athletic Training Education, and state regulatory boards.
PD-6. Explain the process of obtaining and maintaining necessary local, state, and national credentials for the practice of athletic training.
PD-8. Differentiate among the preparation, scopes of practice, and roles and responsibilities of healthcare providers and other professionals with whom athletic trainers interact.
PD-9. Specify when referral of a client/patient to another healthcare provider is warranted and formulate and implement strategies to facilitate that referral.

V. Course Objectives/Student Learning Outcomes

This course is designed to enable students to:
1. Discuss the basic difference between orthopedic and general medical assessment
2. Use proper communication as a tool in the general medical assessment of the physically active person
3. Implementation of laws that govern care and privacy of patients
4. Apply principles of disease transmission
5. Understand issues concerning sport qualification
6. Describe a basic general medical examination, including a comprehensive history and physical exam
7. Describe and demonstrate the proper use of evaluation tools and techniques for assessment of general health
8. Demonstrate proper evaluation during a preparticipation examination
9. Apply the basics of auscultation, and assessment of vital signs to determine any abnormalities
10. Describe the anatomy and function of the nervous system
11. Recognize and assess an athlete with a suspected concussion or other head injury
12. Describe and implement a return to play progression for an athlete after a sport-related concussion
13. Recognize and refer an individual with signs or symptoms of a life-threatening neurological condition
14. Describe chronic neurological conditions and their effect on athletic participation
15. Differentiate and determine when to make a referral to a physician for further neurological evaluation
16. Describe the basic anatomy of the ear, notes, mouth, throat, eye, and skull
17. Perform a basic evaluation of the ear, nose, mouth, throat, face and eye identifying normal and pathological conditions
18. Identify the implications for participation in athletics with various conditions of the ear, nose, mouth, throat,
and eye
19. Describe the basic anatomy and physiology of the respiratory system
20. Define common normal and abnormal respiratory patterns
21. Identify characteristics of normal and abnormal breath sounds
22. Recognize common pathological conditions including signs and symptoms, differential assessment, referral, standard medical treatment, and implications for participation in athletics
23. Understand the anatomy and physiology of the cardiovascular system
24. Understand cardiovascular adaptations to exercise
25. Identify various cardiac arrhythmias
26. Identify signs and symptoms of cardiovascular abnormalities
27. Know when to refer an athlete to a physician for further cardiovascular abnormalities
28. Recognize signs and symptoms of common systemic ailments
29. Relate the warning signs of malignancies involving the lymphatic system and blood
30. Recognize and refer those with signs and symptoms of a malfunctioning thyroid
31. Recognize and refer those with signs and symptoms of diabetes
32. Describe the basic anatomy of the abdomen and gastrointestinal system
33. Recognize conditions of the gastrointestinal system that require referral
34. Describe appropriate initial management of common disorders of the gastrointestinal tract
35. Recognize conditions of the gastrointestinal system that may preclude the athlete from participation, and which symptoms are self-limiting
36. Name common genitourinary and gynecological disorders
37. Describe conditions of the genitourinary and gynecological system that warrant referral
38. Refer patients with signs or symptoms of an STI to a physician
39. Understand signs and symptoms of cancer and preventative measures including self-examinations
40. Recognize signs of common substance abuse, psychological disorders, and disordered eating
41. Intervene appropriately with individuals who demonstrate signs and symptoms of substance abuse and psychological disorders
42. Identify a variety of educational and supportive resources that are available to both professionals and patients affected by these disorders
43. Explain common infection transmission routes and their prevention
44. Describe the importance of maintaining immunization against diseases for which there is a vaccine
45. Identify the signs and symptoms of common infectious diseases
46. Describe the anatomy of the integumentary system
47. Recognize signs and symptoms of common skin conditions
48. Contrast the differences among viral, fungal, and bacterial skin conditions
49. Differentiate which acute skin conditions are contraindicated for certain athletic participation
50. Discuss components of the general medical history necessary when assessing persons with selected disabilities
51. Recognize the importance of the preparticipation physical examination in identifying baseline norms in the athlete with a disability
52. Identify the interaction of disability-related attributes with illness-related characteristics
53. Spell and define flashcard prefixes, suffixes, and stem words.
54. Identify and explain the function of specific word parts.
55. Describe how medical compound terms (words) are constructed.
56. Build compound terms using multiple word parts in a combining form.
57. Fracture and Analyze key compound medical terms found on the Word Part Flashcards, Multiple Choice Questions, and Lecture Slides.
58. Define key compound medical terms found on the flashcards, both Literally and Actually.
59. Spell and Define medical equipment, treatment, disease, and diagnostic compound terms.
60. Identify Visually and Describe Verbally some of the medical problems, disorders, and diseases presented in the lectures.
VI. Course Topics

The major topics to be considered are:
The major topics to be considered include pathology and diagnosis of general medical conditions and communication using medical terminology.

VII. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Experiences 85% (lecture/discussion; demonstration; drill; guest speaker; on-line deliveries; video, etc)
B. Clinical Experiences 15% (simulations; cooperative groups; student demonstrations or resentations; guided discovery; role play; lab exercise; value clarifications)
C. High Impact Practices

Evidence-Based Class Discussion – collaborative assignments and projects, research
Simulated Scenario Interactive Discussion – collaborative assignments and projects
SOAP Note Writing – medical-writing intensive assignments

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

A. Methods and Percentage of Final Course Grade Each Assessment Constitutes

1. Traditional Assessment
   Medical Conditions
   Written Exams (3) = 100pts/apiece
   Quizzes (~10) = 10-15pts/apiece
   Labs (3) = 20 pts/apiece
   Participation = 20 pts
   Medical Terminology
   Completed Summery Sheet (Flashcards & MC Exams) = 100 pts
   Final Exam (online) = 100pts
   Total = ~700 pts

2. Performance Assessment
   Your final grade will be determined from your performance on exams, quizzes, and assignments. There are also points awarded for participation, which may be adversely affected by poor attendance.

B. Grading Scale

90.00-100% = A
80.00-89.99% = B
70.00-79.99% = C
60.00-69.99% = D
< 60.00% = F
IX. Course Schedule and Policies
   A. Tentative course schedule (see appendix)
   B. Class Policies

**Written Exams & Final Exam**
Three written exams will be given at the conclusion of their respective section. Material covered on the exam will mainly be from class lectures & notes as well as the textbook. There may also be material included on the exams from the lectures that don’t correspond with a chapter in the book. The final exam for Medical Term is an on-line comprehensive assessment of all information from the Medical Terminology e-book.

**Quizzes**
Quizzes will be either announced or unannounced, given at the beginning of the class. If you are late or absent for an unexcused reason, missing a quiz will result in zero points and you will not be able to re-take the quiz.

**Assignments**
Examples are: handouts of anatomy, critiques of journal articles, outlines of chapters, or in-class activities, etc.

**Attendance & Tardiness**
Attendance will be checked daily, and **two(2) tardinesses will be counted as one (1) absence**. You are expected to be present each time the class meets; however, I will allow for two unexcused absences in a semester. It’s to your benefit to attend class and participate daily as this course is extremely challenging. There will be a performance assessment (20 points) of your class participation. To receive all 20 points you must be present and participate in ALL class discussions and laboratory activities. **Your 3rd unexcused absence and every absence thereafter will result in the reduction of 5 points.**

An unexcused absence is any absence that is not an emergency or not due to a university related function/event in which you are required to participate. An emergency constitutes you going to the ER and bringing me a note from the ER doctor. A university event would be an athlete traveling with their team, traveling to represent the university, and similar situations. If you know you will miss a day of class for a university event you MUST communicate this with me beforehand or else you will not be able to make up the points from that day AND it will be counted as an unexcused absence. If you have a situation occur out of your control that you feel is an emergency then let me know ASAP and I will handle these situations with discretion. Obviously, communication is of most importance in all of these situations. You should call me or email me to inform me if you will not be able to attend a class in the future.

**Late work /Make-up Exams**
If you miss the deadline for an assignment, you can still choose to turn it in for partial credit. If you missed the due time (i.e. during class) but still turned it in on the same day, there will be 10% deduction; 20% deduction for turning in on the next day, 40% the day after, and it increases until it reaches 100% (no credit) on the 5 days after the due date. **No make-up exams will be given except under extreme circumstances.** If you are late to an exam or quiz you will not be given extra time to take it.

**Extra Credit**
Although extra credit will NOT be given upon personal request, it will be included at the end of the quiz and exam. There might be occasional extra credit assignments or attendance announced by the instructor throughout the semester.

**Cell Phone/Electronic Device Usage**
The use of such devices is prohibited during the class other than the class purposes (i.e. viewing PowerPoints, taking notes). During an exam or quiz you may not touch your cell phone or any other electronic device. If you do, you will be asked to leave and will receive zero points for that quiz/exam. In addition, upon taking a quiz/exam, all bags, hats, etc. must be kept under your desk. Not adhering to these rules will be considered an attempt to cheat and will also result in zero points.
**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.

Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand.
2. Requirement to re-do work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question;
5. Assigning grade of 'F' to work in question;
6. Assigning grade of 'F' for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.

See the University Catalog for more information.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. **You must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.** (Include date for semester) is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations**

Whenever citation is required, it must be done in the APA format.

**Classroom/Professional Behavior**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who
believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

X. Required or Recommended Readings
Textbook:

Note: Purchasing Your On-Line Textbook at: E-Textbook Website Address: www.tamuccmedterm.com with online final examination $99.95. All purchasing instructions available when creating account on your school website.

Recommended or Supplemental Reading:
Hard copy of the e-textbook above is optional ($29.95)

Website:
http://www.tamuccmedterm.com/

XI. Bibliography
The knowledge bases that support course content and procedures include:

XII. List of Supplies (if applicable)
N/A
### Appendix

#### A. Tentative Course Schedule for KINE 4326 – MT & Conditions in Sport and Exercise (Fall 2015)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Associated Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>26-Aug</td>
<td>Syllabus and Introduction to Medical Conditions</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>28-Aug</td>
<td>MT: Overview and Intro, Basics of Med Term</td>
<td>MT Ch. 1,2</td>
</tr>
<tr>
<td>31-Aug</td>
<td>The Medical Examination</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>2-Sep</td>
<td>Diagnostic Imaging and Testing</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>4-Sep</td>
<td><strong>Lab #1: Preparticipation Exam</strong> MT: Basics of MT, Diagnostic Equipment</td>
<td>MT Ch. 2,3</td>
</tr>
<tr>
<td>7-Sep</td>
<td><strong>NO CLASS – LABOR DAY</strong></td>
<td></td>
</tr>
<tr>
<td>9-Sep</td>
<td>Neurological System</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>11-Sep</td>
<td>MT: Diagnostic Equipment, Integrated Medicine, Test #1</td>
<td>MT Ch. 3,4</td>
</tr>
<tr>
<td>14-Sep</td>
<td>Neurological System</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>16-Sep</td>
<td>Ear, Nose, Throat, and Mouth</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>18-Sep</td>
<td>MT: Flashcards</td>
<td>MT Ch. 5</td>
</tr>
<tr>
<td>21-Sep</td>
<td>Ear, Nose, Throat, and Mouth, The Eye</td>
<td>Ch. 13, 12</td>
</tr>
<tr>
<td>23-Sep</td>
<td><strong>Lab #2: Neurological Testing, Balance, Ophthalmoscope, Otoscope</strong></td>
<td></td>
</tr>
<tr>
<td>25-Sep</td>
<td>Exam #I</td>
<td>Ch. 1-3,11,13</td>
</tr>
<tr>
<td>28-Sep</td>
<td>Infectious Disease</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>30-Sep</td>
<td>Infectious Disease &amp; Dermatological Conditions</td>
<td>Ch. 15, 16</td>
</tr>
<tr>
<td>2-Oct</td>
<td>MT: Musculoskeletal, Test #2</td>
<td>MT Ch. 6</td>
</tr>
<tr>
<td>5-Oct</td>
<td>Dermatological Conditions</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>7-Oct</td>
<td>Psychological and Substance Abuse Disorders</td>
<td>Ch. 18</td>
</tr>
<tr>
<td>9-Oct</td>
<td>MT: Nervous System, Test #3</td>
<td>MT Ch. 7</td>
</tr>
<tr>
<td>12-Oct</td>
<td>Psychological and Substance Abuse Disorders</td>
<td>Ch. 18</td>
</tr>
<tr>
<td>14-Oct</td>
<td>Respiratory System</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>16-Oct</td>
<td>MT: Respiratory System, Test #4</td>
<td>MT Ch. 9</td>
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<tr>
<td>19-Oct</td>
<td>Respiratory System</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>21-Oct</td>
<td>Cardiovascular Conditions</td>
<td>Ch. 8</td>
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<tr>
<td>23-Oct</td>
<td>MT: Circulatory System, Test #5</td>
<td>MT Ch. 8</td>
</tr>
<tr>
<td>26-Oct</td>
<td>Cardiovascular Conditions</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>28-Oct</td>
<td>Sudden Death</td>
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<tr>
<td>30-Oct</td>
<td>MT: Cardiovascular &amp; Urogenital System</td>
<td>MT Ch. 10,11</td>
</tr>
<tr>
<td>2-Nov</td>
<td><strong>Lab #3: Auscultation, Pulse Oximeter, Peak Flow Meter</strong></td>
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<tr>
<td>4-Nov</td>
<td>Exam #II</td>
<td>Ch. 7,8,15,18</td>
</tr>
<tr>
<td>6-Nov</td>
<td>MT: Urinary System, Test #6</td>
<td>MT Ch. 12</td>
</tr>
<tr>
<td>9-Nov</td>
<td>Gastrointestinal System</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>11-Nov</td>
<td>Gastrointestinal System</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>13-Nov</td>
<td>MT: Nervous System, Endocrine System, Test #7</td>
<td>MT Ch. 13,14</td>
</tr>
<tr>
<td>16-Nov</td>
<td>Genitourinary and Gynecological Systems</td>
<td>Ch. 10</td>
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<tr>
<td>18-Nov</td>
<td>Genitourinary and Gynecological Systems</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>20-Nov</td>
<td>MT: Final Exam</td>
<td></td>
</tr>
<tr>
<td>23-Nov</td>
<td>Systemic Disorders</td>
<td>Ch. 14</td>
</tr>
<tr>
<td>25-Nov</td>
<td>Systemic Disorders, Working with Special Population</td>
<td>Ch. 14,19</td>
</tr>
<tr>
<td>27-Nov</td>
<td><strong>NO CLASS – HAPPY THANKSGIVING!</strong></td>
<td></td>
</tr>
<tr>
<td>30-Nov</td>
<td>Working with Special Population</td>
<td>Ch. 19</td>
</tr>
<tr>
<td>2-Dec</td>
<td><strong>NO CLASS – READING DAY</strong></td>
<td></td>
</tr>
<tr>
<td>12/04</td>
<td>Exam #III @ 8:00 am – 10:30 am</td>
<td></td>
</tr>
</tbody>
</table>

*Each unit (body part) will discuss anatomy, general medical conditions within the region, associated signs and symptoms and how to evaluate each condition.

*The instructor reserves the right to change the schedule to cover all subjects thoroughly. Any changes in test dates will be announced in class at least one class prior to the tentative exam date.*