



LOYOLA
UNIVERSITY CHICAGO

Stritch School of Medicine

Course name: Mechanisms of Human Diseases

Course number: PRECLK-201A, PRECLK-201B, PRECLK-201C

Academic year: 2026-2027

COURSE DIRECTOR, ASSISTANT DIRECTOR, COORDINATOR INFORMATION

Course Director: Theresa Kristopaitis, MD

Campus Office: SSOM Cuneo #311

Email: tkristo@luc.edu

Office Hours: By appointment

Course Assistant Director – Pathology Labs: Heather Smith, MD, PhD

Email: Heather.L.Smith@lumc.edu

Office Hours: By appointment

Course Assistant Director – Clinical Small Groups: Neeraj Joshi, MD

Email: Neeraj.Joshi@lumc.edu

Office Hours: By appointment

Educational Coordinator: Caterina Goslawski

Campus Office: SSOM Cuneo #310

Email: cgoslawski@luc.edu

Phone: 464-220-9193

Responsiveness: MHD Course Leadership will respond to student emails weekdays 8am-5pm

ESSENTIAL COURSE INFORMATION

COURSE DESCRIPTION

The **MECHANISMS OF HUMAN DISEASE** course is a learning experience for second year physicians-in-training that integrates concepts from various medical disciplines. The sciences of PATHOLOGY and PATHOPHYSIOLOGY form the core of the course, and they are offered in conjunction with relevant topics in INFECTIOUS DISEASES and CLINICAL MEDICINE CORRELATES.

The overall goal of the course is to establish a basic science/pathology foundation for the practice of medicine. A secondary goal of the course is to create an environment that fosters active learning and enables the students to acquire problem-solving and critical thinking skills. The Mechanisms of Human Disease (MHD) Course has been designed and content selected to facilitate students' success on the USMLE Step 1 exam.

Pathology is the study of disease. The field of pathology is dedicated to understanding the causes of disease and the changes in cells, tissues, and organs associated with development of disease. As the foundation of clinical medicine, pathology bridges the gap between the basic sciences and the practice of medicine. Students must learn to apply their knowledge of anatomy, biochemistry, physiology and microbiology to begin to understand the processes and effects of disease, as well as the prevention and control of disease. To become a competent physician capable of making the correct diagnosis and prescribing the correct therapy, one must understand the nature of disease - pathology.

With this aim in mind, The MHD Course helps students gain an understanding of the pathogenesis of disease and learn the structural and functional (pathophysiologic) changes which occur in cells and organs as a result of disease. A firm grasp of the concepts and facts of pathology and pathophysiology will lay the foundation for students to successfully begin the clinical clerkships.

The MHD Course begins with a two week period devoted to general principles and concepts of pathology. The remainder of the course focuses on systemic or organ pathology and pathophysiology.

COURSE LEARNING OUTCOMES*

MEDICAL KNOWLEDGE

1. Demonstrate knowledge of the principal pathologic processes, including neoplasia, inflammatory mechanisms, immunological mechanisms, tissue renewal, regeneration and repair, and adaptation and cell death. (SSOM Competency 1.2)
2. Demonstrate knowledge of the epidemiology, etiology and pathogenesis of common and prototypic diseases including the genetic and molecular basis of disease. (SSOM 1.2)
3. Demonstrate basic knowledge of the morphology (gross and histopathologic) of normal organs. (SSOM 1.1)
4. Demonstrate knowledge of the morphology (gross and histopathologic) and abnormal function (pathophysiology) of diseased organs. (SSOM 1.2)
5. Demonstrate ability to correlate the pathology of disease with its clinical manifestations. (SSOM 1.2)
6. Demonstrate knowledge of the epidemiology, etiology and pathogenesis of common and prototypic infectious diseases. (SSOM 1.2)
7. Demonstrate ability to develop basic diagnostic and treatment strategies for common diseases. (SSOM 1.2)
8. Identify factors which may lead to disparities in the diagnosis and management of common and prototypic diseases. (SSOM 1.5)

PATIENT CARE

1. Apply critical thinking and clinical reasoning skills in developing a prioritized differential diagnosis when provided with a patient clinical history, physical exam, pertinent diagnostic data, and/or morphologic (gross and histologic) findings. (SSOM 2.2)

INTERPERSONAL AND COMMUNICATION SKILLS

1. Communicate effectively and collaborate effectively about common and prototypic disease entities with student peers and faculty during laboratory case presentations and small group case discussions. (SSOM 3.3)
2. Contribute to the education of peers by actively engaging in small group sessions. (SSOM 3.6)
3. Contribute to the education of peers by diligently preparing for and clearly presenting assigned cases during laboratory sessions. (SSOM 3.6)
4. Contribute to the education of peers by actively engaging in laboratory sessions. (SSOM 3.6)

PRACTICE BASED LEARNING AND IMPROVEMENT

1. Critically evaluate one's performance in the course to identify strengths and personal limitations in either knowledge of course content or study methods; develop learning goals to address any deficiencies and actively seek out assistance from appropriate and available resources, to successfully remediate deficiencies. (SSOM 4.1; 4.2; 4.3)
2. Identify learning needs by developing questions based on course activities, including small group clinical scenarios and lab case scenarios, and locate, evaluate, and effectively use the information found from appropriate resources and relevant information technology to answer the questions. (SSOM 4.4; 4.5)

PROFESSIONALISM

1. Demonstrate professionalism by interacting with course staff and faculty and peers in a courteous and respectful manner at all times. (SSOM 5.1)
2. Demonstrate responsibility and accountability by punctually attending all required course activities, including small group sessions, laboratory sessions, point of care ultrasound sessions and exams. (SSOM 5.2)
3. Demonstrate professional behavior by requesting any absences from required course activities as outlined in the SSOM Academic Policy Manual. (SSOM 5.2)
4. Complete course evaluations in a timely manner and provide constructive feedback to course faculty and the course director in a professional manner. (SSOM 5.1; 5.2)
5. Demonstrate professional behavior by reading course-related Outlook email communications and Sakai Announcements on a regular (ie daily) basis. (SSOM 5.2)
6. Respond to Outlook email communication from the Course Director and Course Coordinator in a timely fashion (within 24 hours). (SSOM 5.2)
7. Demonstrate professional and ethical behavior by honestly completing course examinations and assignments without attempting to seek advantage by unfair means and by reporting any unethical behavior of peers to the course administration. (SSOM 5.2; 5.6)

SYSTEMS BASED PRACTICE

1. Summarize the role of autopsy services in furthering knowledge of disease and improving disease management decisions. (SSOM 6.2)

INTER-PROFESSIONAL COLLABORATION

1. Develop an understanding of the practice of anatomic and clinical pathology and how this field can contribute to patient care. (SSOM 7.2)

* Specific educational objectives will be found with each learning activity - lecture, small group session, laboratory session or independent learning activity.

COURSE ORGANIZATION

Mechanisms of Human Disease (MHD) Course content is delivered over the entirety of the M2 year. It is divided into three separate courses (MHD I, MHD II, and MHD III), all of which must be passed in order to progress academically:

- Mechanisms of Human Disease I (MHD I); August 3, 2026 – October 2, 2026
- Mechanisms of Human Disease II (MHD II); October 12, 2026 - December 18, 2026
- Mechanisms of Human Disease III (MHD III); January 4, 2027- March 5, 2027

Students will receive an individual grade for each course: MHD I, MHD II, and MHD III.

Each course educational session has a dedicated day/time on the course calendar.

Students can access all course materials through the MHD Sakai site.

Some key features of the site:

- **Each MHD block has its own tab.** Information included for each block includes:
 - an overview of the block written by the course director
 - a link to the LUMEN Course activities page on which lecture recordings and Powerpoint slides can be found
 - a link to the Histology for Pathology module/s for the block
 - the small group cases and unknowns for the block
 - the lab session/s room assignments, case assignments and cases
 - answers to review session cases, if provided by the faculty member
- MHD Small Group Assignments and faculty schedules are posted under the "Small Group" tab
- Course Announcements emailed to the class are also available on the Sakai site

Integration With Other Courses

The Mechanisms of Human Disease Course runs concurrently with the Pharmacology and Therapeutics Course and the Patient Centered Medicine 2 Course. Lecture topics in these courses have been coordinated so that as students learn about the pathology and pathophysiology of disease in MHD they will be learning correlated drug mechanisms and therapies in Pharmacology, and the key aspects of history taking and physical exams for the related organ system/s in PCM2. The topic areas are further integrated in the MHD case-based small group sessions.

Radiographic images being discussed in the TCM2 Radiology VIC will be integrated into MHD small group and lab sessions.

Modes of Instruction and Teaching Methods:

The MHD course is designed to engage students in multiple learning situations: in-person didactics, pre-recorded didactics, on-line didactic material, Histology for Pathology on-line modules, assigned readings, small group case-based discussions, clinico-pathologic-correlation laboratory sessions, Q&A sessions/Review Sessions, and self-directed learning/independent-study.

LECTURES:

The purpose of lectures and didactic material is to present key concepts and facts relating to general and systemic pathology, pathophysiology and related topics in clinical medicine. Faculty members develop educational session objectives that serve as a guide to the key concepts. Small Group Case discussions, Laboratory Sessions and Review Sessions provide students the opportunity to meaningfully synthesize, apply and review concepts delivered through the lectures.

The MHD course has incorporated didactic reviews within organ blocks that will cover key concepts in physiology (FHB course) and anatomy (SHB course). The goals of these sessions are to review concepts learned in anatomy and physiology and to apply them to the disease process being discussed.

The majority of lectures will be pre-recorded by faculty and viewed asynchronously by students. A link to the recordings will be posted on the MHD LUMEN site and linked through Sakai. Students will also be provided the Powerpoint presentation slides.

There are a number of lectures which will be delivered in-person in the lecture hall. These lectures will be recorded and the recordings will be posted on the MHD LUMEN site and linked through Sakai. Please note that there may be a delay in posting of a lecture recording for up to several hours or more after the completion of the lecture.

HISTOLOGY FOR PATHOLOGY:

The key **normal** histology of tissues and organs is introduced via the "Histology for Pathology" modules on Sakai. Each organ-based Histology for Pathology module, and the Introduction to Histology module, includes a list of objectives, a recorded didactic, a link to a virtual microscopy tissue section, and formative self-assessment quizzes and flash cards.

Students are **STRONGLY ENCOURAGED** to view the designated recorded didactics at the start of each organ block or section. Formative self-assessment quizzes help students gauge their understanding of the material. The pertinent histology of tissues and organs will be reinforced during lectures and laboratory sessions.

***SMALL GROUP SESSIONS:**

Small group case sessions afford students the opportunity for active learning and synthesis of concepts presented during lectures. Students must prepare for each session by reading each case and formulating their own answers to the case questions, which will be used as a guide for the session discussions. This format allows students to engage one another and the faculty facilitator in an in-depth analysis of the pathology, pathophysiology, and the clinico-pathologic correlations concerning each case. Additionally, students will begin to develop the essential skills of solving a clinical problem and critical thinking, and participate in the education of their peers.

Scheduling: Each MHD small group session is held in person in the medical school and has a designated

time on the course calendar. Alternatively, small group sessions may meet at 7am on the day of the small group. The faculty member facilitating the session will determine the time for each session. Faculty facilitators will provide students a schedule of the time when each of their small groups will meet.

Attendance via video conference (ie Zoom) is not permissible.

Small Group Assignments, meeting room for each group, the schedule for each small group, and the small group cases will be posted on Sakai. Small Group session unknowns will be posted on Sakai for students to view and discuss during their small group session.

*** Please note that small group sessions are NOT recorded.**

*** LABORATORY SESSIONS:**

The laboratory sessions facilitate correlation of the morphologic changes that occur in common or prototypic diseases. During the laboratory sessions, gross photographs of diseased organs and **histopathologic** images will be used as visual aids to enhance the student's understanding of a disease and to correlate clinical manifestations with structural changes.

Laboratory Sessions are held in person in the medical school.

***Attendance via video conference (ie Zoom) is not permissible. Please note that Laboratory Sessions are NOT recorded.**

***POINT OF CARE ULTRASOUND (POCUS) CASE-BASED DISCUSSIONS:**

The POCUS Vertically Integrated Curriculum has 3 application sessions in the MHD course. In the cardiac, pulmonary and GI blocks, students will have case-based discussions which will highlight the role of point of care ultrasound in the bedside assessment of a patient, diagnosis of common conditions, and correlation of ultrasound findings with associated pathophysiology. These sessions complement the hands-on POCUS sessions in the PCM2 Course.

The MHD POCUS sessions are in-person on-campus. The room assignments for each POCUS session will be posted on Sakai.

***Attendance via video conference (ie Zoom) is not permissible. Please note that POCUS Sessions are NOT recorded.**

***REVIEW/Q&A SESSIONS:**

Many faculty lecturers will have scheduled in-person review session/s. The goals of these sessions are:

- to provide an opportunity for students to **meet and engage with faculty**;
- to provide an opportunity for students to pose questions to faculty to enhance understanding of lecture content;
- to provide an opportunity for students to apply material learned during lectures via short cases and/or multiple choice questions;
- to provide an opportunity for students to **collaborate with fellow students** in learning and applying course material.

*** To achieve the outlined goals, Review/Q&A sessions are not recorded.**

SELF-DIRECTED LEARNING/ INDEPENDENT STUDY:

Self-directed learning, independent study, and problem solving are integral components for success in a career in medicine and for success in the Mechanisms of Human Disease Course.

COURSE INFORMATION

Methods of Course Communication

Communications regarding the course and any changes to the schedule will be via email using your SSOM @luc.edu account. Please check your email regularly, including the SPAM folder.

Announcements relevant to the course will also be made via Sakai.

Attendance Policy

The SSOM expects that its students will recognize that they have entered a profession in which commitment to full participation in the learning environment is an essential component of preparation for professional practice. Attendance is required at all educational activities, including, but not limited to all classroom, lab, clinical and simulation experiences. If there are extenuating circumstances that will significantly interfere with your attendance, you must communicate with the Tina Marino, Student Affairs, the Course Director and Course Coordinator as soon as you are aware of the issue. Please refer to the absence flow chart posted on the MHD Sakai site.

Small Group Attendance

- Attendance at EACH Small Group Session is a Course Requirement
- Each student is responsible for attending the small group to which they have been assigned and for signing the designated attendance sheet for each session before the session ends.
- Failure to sign the attendance sheet before the end of a session will be considered an **unexcused** absence from that small group session..
- A student from each small group will be assigned to submit the attendance sheet to the course coordinator after each session.
 - For any small group session that is not attended, students must submit their answers to the small group cases to the MHD course coordinator by 9:00 am on the day of the scheduled lab session if it is a planned absence.
 - If it is an absence due to an urgent matter, the answers should be submitted within two days of the student's return to school. Failure to submit the completed materials by the designated deadline will result in a "Concern" for the Professionalism Competency.

Lab Session Attendance

- Attendance at EACH Lab Session is a Course Requirement
- Each student is responsible for attending the lab session to which they have been assigned and for signing the designated attendance sheet for each session before the session ends. Lab room assignments are posted in Sakai in advance of each lab session.
- Failure to sign the attendance sheet before the end of a lab session will be considered an **unexcused** absence from that lab session.
- The laboratory facilitators will submit the attendance sheet to the course coordinator after each lab session.
 - For any lab session that is not attended students must submit their answers to the Jeopardy case* to the MHD course coordinator by 9:00 am on the day of the scheduled lab session if

it is a planned absence.

- If it is an absence due to an urgent matter, it should be submitted within two days of the student's return to school. Failure to submit the completed materials by the designated deadline will result in a "Concern" for the Professionalism Competency.
 - *If a student was assigned to present a case, and they are absent from lab, the student should submit the answers to their assigned case in lieu of the Jeopardy Case.
- Failure to submit the completed materials by the designated deadline will result in a "Concern" for the MHD Professionalism Competency.

POCUS Session Attendance

- Attendance at EACH Point of Care Ultrasound Session is a Course Requirement
- Each student is responsible for attending the POCUS session to which they have been assigned and for signing the designated attendance sheet for each session before the session ends. Room assignments are posted in Sakai in advance of each POCUS session.
- Failure to sign the attendance sheet before the end of a POCUS session will be considered an **unexcused** absence from that lab session.
- The POCUS facilitators will submit the attendance sheet to the course coordinator after each POCUS session.
 - For any POCUS session that is not attended students must submit their answers to the Jeopardy case* to the MHD course coordinator by 9:00 am on the day of the scheduled POCUS session if it is a planned absence.
 - If it is an absence due to an urgent matter, it should be submitted within two days of the student's return to school. Failure to submit the completed materials by the designated deadline will result in a "Concern" for the Professionalism Competency.
 - *If a student was assigned to present a case, and they are absent from lab, the student should submit the answers to their assigned case in lieu of the Jeopardy Case.
 - Failure to submit the completed materials by the designated deadline will result in a "Concern" for the MHD Professionalism Competency.

Students must follow the policies for absences as outlined in the SSOM Academic Policy Manual.

Non-Emergent Absences from Required Course Activities

- As per the SSOM Academic Policy Manual: Petitions for approved absences for serious but non-emergent reasons from activities in which attendance is mandatory must be submitted in writing to the Office of Student Affairs at least thirty days prior to the start of the event for which the absence is requested.
- If an absence from a required MHD course activity is approved by the Office of Student Affairs, it is the student's responsibility to forward documentation of the approval to the MHD Course Coordinator and the MHD Course Director.
- If the absence is from an MHD small group session, it is the student's responsibility to inform their small group facilitator of the absence.

Unexpected/Emergency Absences

- As per the SSOM Academic Policy Manual: Examinations or other required academic activities missed due to illness or other legitimate, serious, extenuating reasons may be made up only if the Assistant Director for Student Affairs, Course Director, and Course Coordinator have received notice of the absence, in advance if non-emergent or as soon as possible if emergent, and granted permission for an excused absence.
- Absence due to illness requires written documentation from the Wellness Center submitted to the Office of Student Affairs.

Failure to follow outlined policies for absences will result in a “Meets with Concerns” for the MHD Professionalism Competency.

Students are responsible for learning any course material they may have missed due to their absence. They are encouraged to consult with their peers if they have questions regarding material missed during a session, and they may contact the course director with questions.

REQUIRED MATERIALS

Required Textbook

Robbins and Kumar Basic Pathology, 11th Edition, 2022

Publisher: Elsevier Saunders

(Available on line through Loyola Health Science Library E-Books)

The following are recommended as valuable resources:

For the histology curriculum:

Digital Histology

<https://digitalhistology.org/>

Digital Histology provides an open educational resource that combines a digital atlas with extensive descriptive text. It is organized as a multi-hierarchy outline that reinforces broader histological concepts and parallels the content of most histology textbooks. Digital Histology, featuring on-demand labeling of structures and interactive quizzes with formative feedback, can be used by a diverse group of learners.

Histology from a clinical perspective, second edition

Editor: Cui, Dongmei

Publisher: Wolters Kluwer, 2023

(Available on line through Loyola Health Science Library E-Books)

For small group discussion and clinical correlations:

Pathophysiology of Disease: An Introduction to Clinical Medicine, 8th Edition, 2019

Editors: Stephen J. McPhee, Gary D. Hammer

Publisher: Mc Graw Hill

(Available on line through Loyola Health Science Library E-Books)

Medical Microbiology, 10th Edition, 2025

Editors: Murray, Rosenthal, & Pfaller

Publisher: Elsevier

(Available on line through Loyola Health Science Library E-Books)

For the Psychopathology block

Diagnostic and Statistical Manual of Mental Disorders, 5th ed.

American Psychiatric Association, 2013

(Available on line through Loyola Health Science Library E-Books)

For ongoing review of histology, pathology, and pathophysiology

The Internet Pathology Laboratory for Medical Education

(Web Path) <https://webpath.med.utah.edu/>

The WebPath® educational resource contains over 2700 images with text that illustrate gross and microscopic pathologic findings along with radiologic imaging associated with human disease conditions. For self-assessment and self-directed study there are over 1300 examination items. There are more than 20 tutorials in specific subject areas. These computer-aided instructional materials support educational programs in the health sciences.

Robbins and Cotran Review of Pathology, 5th Edition 2022

Editors Edward C. Klatt, Vinnay Kumar

Publisher: Elsevier

“Third Party Resources”

Students who have gone through the MHD Course have found a variety of other “3rd party” resources to be useful for their learning.

These may include pre-prepared ANKI decks, Pathoma, Sketchy series, First Aid for USMLE Step 1 and others.

While MHD lectures are designed to be the foundation of the course, these additional resources can serve as useful memory aids and for review and reinforcement of content. Recognize that these resources are study aids and not primary source material for physicians-in-training. Ideally these resources are utilized for reviews after you have initially studied lecture content.

We encourage you to use the resources that are most helpful to you.

SSOM Students Advising Students (SAS) have developed an M2 Third Party Resource Guide (link to guide below)

https://docs.google.com/document/d/10HrG3zF_tqf7Tkg2uM8qymJ0TScw19P-qwA2URkVxC4/edit?usp=sharing

Please note that faculty lecturing in the MHD Course are provided sections from First Aid for USMLE Step1 that relate to their didactic content to review as they prepare their lecture/didactic.

REQUIRED TECHNOLOGY

The course is delivered both in-person via pre-recorded didactics, on-line didactics. It is recommended that you have regular access to the following software and tools:

- The latest version of a [web browser](#) such as Firefox.
- Access to SSOM email account. Be sure to check your SSOM e-mail regularly, including the Spam folder.

Access to Microsoft applications including Word, Powerpoint and Outlook is available via [Microsoft 365](#))

- Access to a Windows or Mac computer to complete assignments, in the event your mobile device does not meet the minimum recommended technologies needed to complete your coursework.

COMPETENCY ASSESSMENTS

The following competencies are evaluated in the course:

- Medical Knowledge
- Patient Care
- Interpersonal and Communication Skills
- Practice-Based Learning and Improvement
- Professionalism

Students will receive an individual grade and competency assessments for MHD I, MHD II, and MHD III.

ASSESSMENTS AND GRADING POLICY

EXAM FORMAT

Assessment of the **Medical Knowledge Competency** for MHD I, MHD II, and MHD III will be determined on the aggregate performance in the individual medical knowledge assessment exams delivered during the respective portion of the course

- A. There will be a total of eleven exams throughout the year that contain Mechanisms of Human Disease questions: MHD I: 4 exams; MHD II: 4 exams; MHD III: 3 exams
- B. The total number of questions containing Mechanisms of Human Disease material will vary from exam to exam and will depend on the total number of MHD lectures, small group sessions, labs, and Histology for Pathology modules given during that block of the course
- C. Each exam will consist of three questions per lecture hour, two to three questions per lab session, and two to three questions per Histology for Pathology module that were delivered during the corresponding block of the course.

Students will receive specific guidance regarding the number of questions from each small group session

- D. Questions will be multiple choice format in the style of the United States Medical Licensing Exam (USMLE-Step 1). Total time allowed for each exam will vary depending on the number of exam questions. The average time allotted to answer each question will be 1 minute and 30 seconds. The exams are not cumulative.
- E. Each Question will be directly linked to a specific learning objective or objectives.

EXAM SCHEDULING AND MISSED EXAM POLICY

All students are expected to sit for each exam at the date and time indicated in the course schedule, as documented in the SSOM Academic Policy Manual. If circumstances arise that may prevent you from taking a scheduled examination (e.g. serious illness or an emergency situation) you should immediately contact the Office of Student Affairs as soon as possible, so that a timely determination can be made regarding a potential excused absence. Students who are unable to sit for an exam for a legitimate reason, as adjudicated by the Office of Student Affairs, will have their exam rescheduled for a later date. The rescheduling of any exams will be determined by mutual agreement of the Office of Student Affairs, the Office of Educational Affairs, and the Course Director, as outlined in the SSOM Academic Policy Manual.

EXAM POLICY

The penalty for failure to adhere to the following policy will be a score of zero on the exam.

- All exams will be administered by school computer at a randomly assigned desk in one of the the school small group rooms or lecture halls. An email announcement with seating assignments for the exam will be sent by the lead educational coordinator shortly before each exam.
- All exams will be proctored.
- Students are expected to arrive for their exam at least 15 minutes prior to the scheduled start time.
- All bags, coats, electronic devices are to be left at the front of the room besides each proctor.
- Exams cannot be started more than 15 minutes after the scheduled start time. If students arrive more than 15 minutes after the scheduled start time they are directed to meet with a Dean in the Office of Student Affairs so that a determination maybe made as to whether the student is able to start their exam (Note: The scheduled end time for the exam remains in affect). Alternatively, if there is a legitimate explanation for the late appearance, the exam maybe rescheduled.
- Unless the student receives appropriate accomodations, eating is not allowed during exams. If necessary, a CLEAR water bottle that has been inspected by the proctor may be kept on the students desk.
- Students are not allowed any notes, electronic devices, or any other unapproved items on their desk during the exam.
- Students are not allowed to wear hats or cover their head during an exam unless it is a religious head covering. Students are not allowed to wear sunglasses during the exam.
- Students are allowed two sheets of blank scrap paper that will be provided by the proctor to help with the exam. Students must leave their two sheets with the proctor before leaving. They cannot be taken out of the exam room.
- Students should remain quiet during the exam and not make any unnecessary noise that would interfere with other student's ability to concentrate. Should a student be found in violation of this policy they will first be requested to desist by the proctor. Any failure to comply with the proctor's

request will be reported to the Office of Student Affairs for potential further action.

- Should a student need to leave the exam space to use the restroom they are allowed to do so one at a time. Students must signal the proctor, note the time of leaving and the time of reentry in the comments section of the attendance sheet. The exam clock will remain running during this time. Students are expected to travel to the nearest restroom and return in a timely manner. Proctors will note any suspicious pattern of leaving behavior and will report those students to the Office of Student Affairs. Students are expressly forbidden to view any notes, electronic devices or otherwise attempt to seek an unfair advantage whilst visiting the restroom. Any student found to be seeking any such unfair advantage during a restroom break will be guilty of academic dishonesty and will be immediately reported to the Office of Student Affairs for further action.
- Each exam is allotted a specific time based upon the total number of questions. The time limit for the exam is strictly adhered to and once the time limit is reached, the exam will automatically close.
- Should it be necessary (e.g. power outage, loss of internet connection, or other interruption), proctors will add additional time to the exam, at the discretion of the Course Director.
- Students that experience a problem with their exam computer should alert the proctor immediately. Should it be necessary (e.g. individual computer failure), students may be reassigned to another computer terminal in a different exam room.
- Leaving the exam room with notes related to the question on the exam is considered academic dishonesty with consequences as stated in the Undergraduate Student Handbook.
- Seeking or giving information related to questions on an exam that a student has not yet completed is also considered academic dishonesty.
- If students have a question regarding an exam question; after the exam the student may submit their concern in writing via email in a respectful manner to the course director. The course director will evaluate the concern and if necessary confer with the Assistant course director and relevant faculty. In cases, where there is a legitimate concern regarding the question, that question can be deleted from the exam prior to the exam being finalized and scores released. Alternatively, if it is determined that there is a legitimate alternative correct answer, credit may be given to those students that selected the alternative answer (in this case the points are credited at the end of the course prior to the release of final course grades).
- Once the exam is finalized, students will receive their score along with a list of learning objectives that are linked to each question that they answered incorrectly.

PLEASE NOTE:

During online exams, all books, notes, book bags, other computer programs/browsers and other devices (smart phones, smart watches, tablets, etc.) cannot be used. All cell phones and other electronic devices must be turned off and left at the front of the exam room next to the proctor. Any student who has a cell phone or other electronic device or any information related to course content on or near them during an exam will receive a grade of zero for that exam. If a calculator is required for any exam, all of the exam computers have in built calculator functions that students can access.

EXAM GRADING POLICY

The final course grade will be based on the overall total percent of correctly answered questions on all exam assessments delivered during the course (i.e. total number of correctly answered questions on all exams/total number of asked questions on all course exams expressed as a percentage)

Grading will be on a Pass/Fail basis

Pass: an aggregate percentage score greater than or equal to 70%

Fail: an aggregate percentage score of less than 70%

An aggregate percentage score of equal or greater than 69.5% will be rounded up to 70%.

Students will also receive an evaluation for the medical knowledge competency, which is a reflection of the extent to which they are meeting the expectations of the competency.

MEDICAL KNOWLEDGE COMPETENCY EVALUATIONS ARE DETERMINED AS FOLLOWS:

“Meets expectations” -students who achieve a pass and whose final aggregate percent score is > the class mean minus 1.65 SD.

“Meets with concerns” - students who achieve a pass, but whose final aggregate percent score is less than 1.65 SD below the class mean (i.e. within the lower 5% of the class).

“Does not meet” - students who receive a failing grade for the course

MEDICAL KNOWLEDGE EXAM REMEDIATION POLICY

Students who fail to achieve the minimum score required for a passing grade in the medical knowledge assessments for the course will receive a “Does not meet” for their medical knowledge competency, but may be allowed the opportunity to remediate the course and take a remediation exam, as outlined in the SSOM Academic Policy Manual.

The purpose of the remediation exam is for the student to demonstrate competence of the material presented in the course. The remediation exam will be a rigorous, yet fair assessment, to ensure that the student has achieved sufficient mastery of the course content to be allowed to progress to the next academic level. The composition of the exam will be determined by the course director, together with faculty input, and will consist of representative fair and validated questions that assess critical understanding of core course concepts and high yield course content that reflects the breadth of material presented throughout the course.

Remediation exams will be administered at the end of the academic year and will be scheduled by the Office of Student Affairs and the Academic Center for Excellence in consultation with the Course Director and the Office of Educational Affairs. All students requiring remediation should meet with the Course Director well in advance of the scheduled date of the exam to discuss both the exact format of the exam and their proposed study approach.

Those students achieving a score of greater or equal to 70% on the remediation exam will have their initial F grade converted to a P* and the “Does not Meet” for their Medical Knowledge competency altered to “Meets with Concerns”. Students who fail to successfully achieve the minimum passing score will be required either to repeat the course in its entirety during the subsequent academic year, or alternatively, may be subject to automatic administrative action by the Medical School, as outlined in the SSOM Academic Policy Manual.

Please note that students with a final aggregate course score of <60% may be denied the opportunity to remediate their course failure by an end-of-year remediation exam and may instead be required to repeat the course in its entirety. The decision to allow such students the opportunity to take a remediation exam will be made by the Student Promotions and Advancement Committee (SPC).

ADDITIONAL COURSE ASSESSMENTS

“Symptom Snapshot” small group assignment:

Each student will choose one symptom that is presented as part of a small group case, research the pathophysiology behind the symptom, and present their findings during an assigned small group session.

Each student will fulfill the following objectives:

1. Identify a symptom that is presented as part of a case in the small group material
2. Identify and demonstrate the use of appropriate sources to clarify the pathophysiology of that symptom
3. Appraise the reliability of the source(s) of their choosing
4. Concisely present their symptom, its pathophysiology, and a description of their research strategy to their small group facilitator and peers (appx 5 minutes)
5. Receive feedback on their findings and search strategy from their facilitator and peers

This exercise will help learners to form connections between the physiology/anatomy they have learned thus far, and the pathophysiology being discussed during each small group session and begin to develop appropriate search strategies to answer clinically relevant questions.

Examples of appropriate questions:

- What causes bleeding in diverticular disease?
- Why can cirrhosis result in fluid accumulation in the abdominal cavity (ascites)?
- Why can jaundice occur in hemolytic anemia?

Student expectations:

-Students will present their findings at the start of MHD small group sessions. A schedule will be provided indicating each student's presentation date.

-Students will complete the following template by 5:00 P.M. on the day of their presentation and upload the file to Sakai:

Template:

1. What is your symptom? Which small group session featured your symptom in a case?
2. What strategy did you use to find appropriate resources to explain the pathophysiology behind your symptom? Please be as specific as possible.
3. Why did you use this search strategy?
4. Cite 1-3 sources you used to define the pathophysiology behind your symptom
 - a. If you used a textbook or article, please provide a citation
 - b. If you used a website or online database, please provide a citation
 - c. If your search was assisted by online tools, such as an AI, please follow the guidelines provided in the SSOM Academic Policy Manual
5. Concisely summarize your findings
6. What feedback did you receive from your facilitator and small group peers?

Satisfactory completion of all components of the Symptom Snapshot assignment is required to meet expectations for the Practice Based Learning and Improvement Competency.

If a student has been granted an excused absence on the day they have been assigned to present their Symptom Snapshot, the student is encouraged to find a student within their small group with whom they can trade presentation days. There must be mutual willingness to trade days between the two students, and the course coordinator must be informed of the switch. If a student cannot identify a student with whom to trade presentation days, they must inform the course coordinator and will be reassigned to another presentation day.

If a student is absent from small group due to an urgent matter on the assigned day of their presentation, their completed symptom snapshot template must be submitted via Sakai within two days of the student's return to school. The course coordinator will re-assign the day of their presentation in small group.

Lab Session Presentations:

Four (4) students in each classroom will be assigned to each lab case and are expected to come prepared to describe the characteristic pathology of the disease(s) highlighted and correlate with clinical data provided via a case history, physical exam, laboratory results and radiographic images.

Communication of knowledge to groups of individuals and peer teaching is an essential skill in medicine. To this end, a secondary goal of the presentations in laboratory sessions is to help advance students' public speaking skills in the community of their fellow classmates. We expect each student to leverage this, come well-prepared, and speak with confidence about their case.

During each lab session, a "Jeopardy Case" will be included. Four (4) students (not already assigned to present a case during the designated session) will be called upon to discuss key morphologic findings and clinical correlates of the case. Students are expected to have reviewed the jeopardy case prior to lab and to be prepared to discuss the morphologic findings and clinicopathologic correlations when called upon to present.

Students who are presenting their cases should expect to be asked questions by fellow students and faculty

Satisfactory completion of each lab presentation is required to meet expectations of the Professionalism Competency.

Point of Care Ultrasound (POCUS) Presentations:

Four (4) students in each classroom will be assigned to each POCUS case and are expected to come prepared to describe key ultrasound findings of the case and correlate with clinical data and pathologic findings.

During each lab session, a "Jeopardy Case" will be included. Four (4) students (not already assigned to present a case during the designated session) will be called upon to discuss key ultrasound findings and clinical and pathologic correlates of the case. Students are expected to have reviewed the jeopardy case prior to lab and to be prepared to discuss when called upon to present.

Satisfactory completion of each POCUS presentation is required to meet expectations of the Professionalism Competency.

INTERPERSONAL AND COMMUNICATION SKILLS; PROFESSIONALISM; PATIENT CARE; AND PRACTICE BASED LEARNING AND IMPROVEMENT COMPETENCIES:

MHD Small Group Sessions Competency Assessment:

Competency 2 Patient Care

The student demonstrates an ability to synthesize pertinent facts from the small group case histories, physical exam findings and diagnostic data

Competency 3 Interpersonal and Communication Skills

The students actively participates in small group discussions.

The students uses medical terminology effectively.

The student contributes to the education of peers.

Because an important component of small group sessions is peer education, absence from small group discussion impacts a student's ability to participate in peer education (MHD Course Goal - Contribute to the education of peers by actively engaging in small group sessions)

Three or more absences from small group within an MHD Course will result in a "Meets with Concerns" for the Interpersonal and Communication Skills Competency for that MHD course.

Competency 4 Practice Based Learning and Improvement

The student demonstrates an analytic approach to small group case materials and discussions.

The Symptom Snapshot Assignment will contribute to the assessment of Competency 4

Each student will be provided a specific small group session day during which they will present the symptom they researched, their search strategy, and findings to their small group facilitator and students, and will receive feedback on their search strategy and findings. Students are also expected to upload a template with their question, list of resources utilized to answer the question, and brief answer to their question into Sakai for tracking purposes (and to help them formulate their concise small group presentation) by 5:00pm on their assigned presentation date.

Meets Expectations - The student presents on the assigned date, submits document to Sakai on the assigned date by 5:00pm and adequately addresses the components of the assignment.

Meets Expectations with Concerns - The student does not present on the assigned day and/or does not submit the document on Sakai on the assigned day by 5:00pm.

Does Not Meet Expectations – The Student does not present their clinical question/search strategy/answers to their small group by the end of the designated course (MHD I, MHD II or MHD III) and/or does not submit the document on Sakai by the end of the designated course (MHD I, MHD II or MHD III) and/or exhibits significant deficiencies that fall well below expectations. Note: Students who receive a "does not meet expectations" will be required to remediate by completing the assignment, presenting to the Course Director, and submitting a written report of their assignment.

Competency 5 Professionalism

The student punctually attends small group sessions.

The student reviews topics prior to small group sessions and comes prepared for discussion.

The student interacts with peers and faculty in a respectful and courteous manner.

Unexcused Absences

One unexcused absence from a small group session will result in a “Meets with Concerns” for the Professionalism Competency for the MHD I, II, or III Course.

Two or more unexcused absences will result in a “Does not Meet” for the Professionalism Competency for the MHD I, II, or III Course.

Faculty will complete a Small Group Sessions Competency Assessment during MHD II and MHD III and note whether a student “Meets Expectations”, “Meets Expectations with Concerns”, or “Does Not Meet Expectations” for the relevant competencies and will provide narrative comments.

Students will individually meet with one of their small group facilitators in MHD II and MHD III to discuss feedback.

MHD Lab Session Competency Assessment

Because an important component of labs is peer education, absence from lab discussion impacts a student’s ability to participate in peer education (MHD Course Goal - Contribute to the education of peers by actively engaging in laboratory sessions)

Three or more absences from lab sessions within an MHD Course will result in a “Meets with Concerns” for the Interpersonal and Communication Skills Competency for the MHD I, II, or III Course.

Unexcused Absences

One unexcused absence from a lab session will result in a “Meets with Concerns” for the Professionalism Competency for the MHD I, II, or III Course.

Two or more unexcused absences will result in a “Does not Meet” for the Professionalism Competency for the MHD I, II, or III Course.

POCUS Session Competency Assessment:

Unexcused Absences

One unexcused absence from a POCUS session will result in a “Meets with Concerns” for the Professionalism Competency for the MHD I, II, or III Course.

DETERMINATION OF FINAL COURSE GRADE

The final reported grade for MHD I, MHD II, and MHD III will be based upon overall performance in the medical knowledge assessments, as previously outlined.

ACADEMIC INTEGRITY AND PROFESSIONAL CONDUCT

Academic Integrity

It is expected that all students will maintain personal integrity and honesty during the examination process.

Specifically, we do not expect you to participate in and/or enable any of the following:

- the unauthorized access and use of any materials, notes, sources of information, study aids or tools during the exam.
- the assistance of any individual to help answer a question.
- the use of any internet enabled device to search for answers during the exam.
- helping another student commit an act of academic dishonesty.
- engage in any activity aimed at compromising the integrity of course exams either in this or future academic years.

Any student that attempts to gain an unfair advantage over other students in an examination by any of these unauthorized means, passes on the details of exam questions to any other student, will be guilty of academic misconduct and will receive a “Does not meet” in their professionalism competency and be promptly reported to the Office of Student Affairs for subsequent action.

Any written work submitted as part of a course requirement should represent the students own work and should not be plagiarized from other sources. Specifically, use of any AI-enabled software (e.g. ChatGPT) to complete any required course written assignment is not permitted. Any student found to be engaging in such activities will be guilty of academic dishonesty and will receive a “Does not meet” in their professionalism competency and will be promptly reported to the Office of Student Affairs for subsequent action.

Read through [Loyola’s full statement on Academic Integrity](#) here.

Professional Conduct:

Student behavior in the virtual and/or in-person classroom should be such that it helps to maintain an environment conducive to learning without distractions. Examples of disruptive behaviors include, but are not limited to, the following:

- Entering a class late or leaving early
- Making distracting noises
- Talking with another student during class that is not part of a class discussion
- Any type of rudeness including verbal and/or written forms
- Sleeping during class
- Signing in for another student on the attendance sheet for any required educational sessions

Appropriate professional behavior includes:

- Adopting appropriate, professional, and respectful interactions with the course directors, lecturers, medical education coordinators, and other students, including when communicating via email.

- Responding to direct communication from the Course Director and Course Coordinator in a timely fashion (within 48 hours), particularly in circumstances when a face-to face meeting is requested to discuss issues related to academic performance.
- Attendance at all required course sessions (unless an official excused absence has been granted by the Office of Student Affairs)
- Completion and submission of any required course assignment by the designated submission date.
- Completion and submission of end of course evaluations in a professional and constructive manner.
- Honestly completing course examinations without attempting to seek an advantage by unfair means and without attempting to compromise the integrity of the exam process in any way.

UNIVERSITY POLICIES

Student Code of Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

University Privacy Statement

Assuring privacy among faculty and students engaged in online and in-person instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom.

As such, recordings of instructional activities occurring in online or in-person classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so **only** with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Copyright

Copyright law was designed to give rights to the creators of written work, artistic work, computer programs, and other creative materials. The Copyright Act requires that people who use or make reference to the work of others must follow a set of guidelines designed to protect authors' rights. The complexities of copyright law in no way excuse users from following these rules. The safest practice is to remember (1) to refrain from distributing works used in class (whether distributed by the professor or used for research); they are likely copyright protected and (2) that any research or creative work should be cited according to *[please insert standards appropriate to your discipline, e.g., MLA guidelines]*. Read more about [LUC's copyright resources](https://luc.edu/copyright) online: luc.edu/copyright.

Intellectual Property

All lectures, notes, PowerPoints, and other instructional materials in this course are the intellectual property of the faculty. As a result, they may not be distributed or shared in any manner, either on paper or virtually without written permission. Lectures that are recorded in the classroom or those that are pre-recorded are to be used for review only and may not be distributed.

Statement of Diversity

We must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus. Each of us is responsible for creating a safer, more inclusive environment.

Students in this course are encouraged to participate freely and share personal opinions, perspectives, and stories. There may be diverse, and perhaps contradictory ideas shared, in class. This variety is a strength of the academic community. Students are asked to show respect and treat peers in a way that validates various experiences and opinions based on a range of identities, including ability, economic class, ethnicity, faith tradition or no faith, gender identity and expression, nationality, religion, sexual orientation, veteran status, and their intersections.

Acts of bias, harassment, abuse, discrimination, relationship violence, sexual violence (i.e., sexual assault, sexual harassment, etc.), gender harassment, and stalking are not tolerated at Loyola. If you or someone you care about has experienced any one of these crimes and/or violations of LUC Community Standards, please know that you have rights, reporting options, and other support services available to you.

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. In this course, we strive to provide an affirming environment for all students with regard to their names and gender pronouns.

If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. My goal is to create an affirming environment for all students with regard to their names and gender pronouns.

Notice of Reporting Obligations for Responsible Campus Partners

As an instructor, we are considered a Responsible Campus Partner (“RCP”) under Loyola’s [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation](https://luc.edu/equity) (located at luc.edu/equity). As a RCP we are required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University’s [Title IX](#) Coordinator.

As an instructor, we also have a mandatory obligation under [Illinois law to report disclosures of or suspected instances of child abuse or neglect](#).

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report will not generate a report to law enforcement (no student will ever be forced to file a report with the police). Furthermore, the University's resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the [Office for Equity & Compliance](#) at equity@luc.edu or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, we encourage you to call [The Line](#) at 773-494-3810. [The Line](#) is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at luc.edu/coalition or luc.edu/wellness.

Statement of Intent

By remaining in this course, you are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.

Observation of Religious Holidays

As a Jesuit, Catholic university, Loyola University Chicago invites people of all faiths and traditions to be a part of our community and we are committed to supporting students to grow in their faith traditions. At Loyola, faculty members will make efforts to accommodate students if the observance of a major religious holiday interferes with a student's academic work. If a student is unable to participate in a test or quiz, be present for a presentation, or complete an assignment on a specific day because of the [observance of a religious holiday](#), the student will be excused and provided the opportunity to make up the work. Students will continue to be responsible for all assigned work and should notify their professors in advance through Loyola email of the religious observance(s) that conflict with their classes. The HSC Ministry has compiled a list of religious holidays likely to affect SSOM students and is available at <https://www.luc.edu/hsc/ministry/>.

STUDENT SUPPORT AND RESOURCES

Requests for Accommodation

Students seeking academic accommodations for a disability must meet with the Student Accessibility Center (SAC) <https://www.luc.edu/sac/applywithsac/stritchschoolofmedicine/>. The SAC will verify the disability and establish eligibility for accommodations.

Students should schedule an appointment with their instructor to discuss any academic concerns and/or accommodations. Students are encouraged to contact SAC as early in the semester as possible.

Technology Privacy and Support Information

The ITS Service Desk provides the University with a single point of access for technology support. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITSServiceDesk@luc.edu. ITS Service Desk [Support Hours](#).

Links to Resources

These resources may be of use to you in this course and throughout your education at Loyola University. These services are offered to help you achieve the best education possible.

- [SSOM Academic Policy Manual](#)
- [Office of Student Affairs](#)
- [Academic Center for Excellence and Accessibility \(ACE\)](#)
- [Financial Aid](#)
- [Student Wellness Center](#)
- [Students Advising Students](#)
- [Advising Program](#)
- [Medical Student Union](#)
- [Faculty and Staff Directory](#)
- [myLumen](#)
- [LUMEN](#)
- [Health Sciences Library](#)
- [Sakai](#)
- [Reporting a Professionalism Concern](#)
- [HSD Care Referral](#)
- [Ethics Hotline](#)
 - Phone: 855.603.6988
- [Resource Rundown](#)

WEEKLY SCHEDULE OVERVIEW

Date	AY 2026-27			Exam Date
8/4/2026	WEEK 1	General Pathology	MHD I	
	WEEK 2	General Pathology		8/17/2026
	WEEK 3	Diseases of the Skin		
	WEEK 4	Disease of the Skin		8/28/2026
	WEEK 5	Hemostasis; Bleeding and Clotting Disorders		
	WEEK 6	Hemostasis; Bleeding and Clotting Disorders		9/11/2026
	WEEK 7	Cardiovascular disease		
	WEEK 8	Cardiovascular disease		
	WEEK 9	Cardiovascular disease		10/2/2026
	FALL BREAK			
	WEEK 1	Pulmonary	MHD II	
	WEEK 2	Pulmonary		10/23/2026
	WEEK 3	Renal & Anemia		
	WEEK 4	Renal & Anemia		
	WEEK 5	Renal & Anemia		11/13/2026
	WEEK 6	Neuropathology & Neurological Diseases		
	WEEK 7	Neuropathology & Neurological Diseases		
	WEEK 8	Neuropathology & Neurological Diseases		12/7/2026
	WEEK 9	Psychopathology		
	WEEK 10	Psychopathology		12/18/2026
	WINTER BREAK			
	WEEK 1	GI pathology	MHD III	
	WEEK 2	GI pathology		
	WEEK 3	GI pathology		1/22/2027
	WEEK 4	Reproduction & Endocrine Systems		
	WEEK 5	Reproduction & Endocrine Systems		
	WEEK 6	Reproduction & Endocrine Systems		2/12/2027
	WEEK 7	Hematopathology		
	WEEK 8	Musculoskeletal		
	WEEK 9	Multisystem Disorders		3/5/2027
3/6/2027	SPRING BREAK			