A close-up of a logo

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*PY3002- Integrative Physiology*

*Course Handbook 2023-2024*

*Undergraduate Medical Sciences*

*School of Medicine, Medical Sciences & Nutrition*

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Course Summary

This course takes the integrative function of major organ systems as its main theme. We begin by considering how the different organ systems of the human body act in an integrative fashion and how the body copes with the challenges of maintaining homeostasis. We then focus on four specific organ systems - the cardiovascular, respiratory, gastrointestinal and renal systems. The student will learn how these systems function during health and disease, and how they interact with one another. Instruction is also provided in experimental design and measurement of cardiorespiratory variables. Lecture and case-study material is accompanied by human data capture and analysis, a course essay and an infographics physiology project. The course consists of 3 or 4 lectures and various practical and tutorial sessions and is examined by continuous assessment of course work. **For 21-22 academic year, the usual course exam will not take place in December. The final course grade will be derived from the various pieces of course work**.

Course Co-ordinator: Professor Derek Scott (ext. 7566 d.scott@abdn.ac.uk)

Course Aims & Learning Outcomes

* To describe the interrelationships between the cardiovascular, respiratory, gastrointestinal and renal systems in the mammalian body.
* To describe the principal homeostatic mechanisms, present in the mammalian body with special attention to man.
* To introduce the importance of effective experimental design.
* To investigate how the cardiovascular, respiratory, gastrointestinal and renal systems might malfunction, and describe how these problems might impinge upon other organ systems.
* To describe the techniques used to measure the functions of the cardiovascular, respiratory, gastrointestinal and renal systems.
* To provide practical instruction in non-invasive techniques to monitor human cardio-respiratory variables, in computerised data collection and the analysis of physiological data.
* To develop transferable skills particularly in relation to information retrieval, data processing and presentation of scientific material by means of active development of teamwork, time management, communication and information technology skills.
* All lecture and tutorial material is accompanied by computer-based problem-solving sessions and practical classes.

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Course Teaching Staff

Course Co-ordinator(s):

Prof Derek Scott (DAS), Medical Sciences ([**d.scott@abdn.ac.uk**](mailto:d.scott@abdn.ac.uk))

Other Staff:

Dr Michael Scholz (MES), Medical Sciences ([m.e.scholz@abdn.ac.uk](mailto:m.e.scholz@abdn.ac.uk))

Dr Iain Rowe (IR), Medical Sciences (iain.rowe@abdn.ac.uk)

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Assessments & Examinations

Students are expected to attend all lectures, laboratory classes, and tutorials, and to complete all class exercises by stated deadlines. The minimum performance acceptable is attendance at 75% of the lectures, seminars, practical classes, and presentation of all set course work, written and oral.

Assessment is derived from course work (100%). The continuous assessment (CA) component is based on a research project which is presented to the class as an abstract and a poster display (20% of the final grade). The examiner awards 10% of the final course grade on the poster and 9% on the abstract, the final 1% from the project is derived from peer assessment on the poster.

The second continuous assessment component is derived from three pieces of case study work (10% of final grade each).

A course essay comprises 20% of the final course grade.

The final continuous assessment component is derived from three practical reports/exercises, where students will answer question based on their laboratory work (10% each).

**THERE IS NO WRITTEN FINAL EXAM FOR PY3002 BUT YOU MAY HAVE WRITTEN EXAMS FOR OTHER COURSES OR NEXT SEMESTER. PLEASE PLAN YOUR CONTINUOUS ASSESSMENT WORK WELL SO THAT YOU MEET YOUR DEADLINES.**

Common grading scale (CGS) grade: The overall performance of the student is expressed as a grade awarded on the common spine marking scale.

# Class Representatives

We value students’ opinions in regard to enhancing the quality of teaching and its delivery; therefore, in conjunction with the Students’ Association we support the Class Representative system.

In the School of Medicine, Medical Sciences & Nutrition we operate a system of course representatives, who are elected from within each course. Any student registered within a course that wishes to represent a given group of students can stand for election as a class representative. You will be informed when the elections for class representative will take place.

What will it involve?

It will involve speaking to your fellow students about the course you represent. This can include any comments that they may have. You will attend a Staff-Student Liaison Committee and you should represent the views and concerns of the students within this meeting. As a representative, you will also be able to contribute to the agenda. You will then feedback to the students after this meeting with any actions that are being taken.

Training

Training for class representatives will be run by the Students Association. Training will take place within each half-session. For more information about the Class representative system visit [www.ausa.org.uk](http://www.ausa.org.uk) or email the VP Education & Employability [vped@abdn.ac.uk](mailto:vped@abdn.ac.uk) . Class representatives are also eligible to undertake the STAR (Students Taking Active Roles) Award with further information about this co-curricular award being available at: [www.abdn.ac.uk/careers](http://www.abdn.ac.uk/careers).

Problems with Coursework

If students have difficulties with any part of the course that they cannot cope with alone they should notify the course coordinator immediately. If the problem relates to the subject matter, general advice would be to contact the member of staff who is teaching that part of the course. Students with registered disabilities should contact the medical sciences office, ([medsci@abdn.ac.uk](mailto:medsci@abdn.ac.uk)) (based in the Polwarth Building, Foresterhill) to ensure that the appropriate facilities have been made available. Otherwise, you are strongly encouraged to contact any of the following as you see appropriate:

* Course student representatives
* Course co-ordinator (Professor Derek Scott)
* Convenor of the Medical Sciences Staff/Student Liaison Committee
* Personal Tutor
* Medical Sciences Disabilities Co-ordinator (Dr Derryck Shewan)

All staff are based at Foresterhill and we strongly encourage the use of email or telephone the Medical Sciences Office. You may have a wasted journey travelling to Foresterhill only to find staff unavailable.

If a course has been completed and students are no longer on campus (i.e. work from second half session during the summer vacation), coursework will be kept until the end of Freshers’ Week, during the new academic year. After that point, unclaimed student work will be securely destroyed.

Course Reading List

**Core textbook for 3rd year General Physiology (check for electronic access to some of these titles via the link to Leganto on the MyAberdeen site)**

Medical Physiology, 3rd Edition. Walter F. Boron, & Emile L. Boulpaep. ISBN 978-1437717532. Saunders (2017).

Cardiovascular Physiology textbooks

* Paterson, D., 2017. Levick’s An introduction to cardiovascular physiology (6th Ed.) London: Arnold.
* Berne, R.M. & Levy, M.N., 2001. Cardiovascular physiology (8th Ed.) London: Mosby.
* Noble, A. *et al*., 2005. The cardiovascular system – Systems of the body series. Edinburgh: Churchill-Livingstone.

Respiratory Physiology textbooks

* Davies, A. & Moores, C., 2003. The respiratory system – Systems of the body series. Edinburgh: Churchill-Livingstone.
* Widdicombe, J., 1993. – Respiratory Physiology - Physiological Principles in Medicine Series. London: Arnold.
* West, J., 2004. Respiratory Physiology. London: Lippincott Williams & Wilkins.

Renal Physiology textbooks

* Field, M.J, Pollock, C.A. & Harris, D.C., 2001. The renal system – Systems of the body series. Edinburgh: Churchill-Livingstone.
* Koeppen, B.M. & Stanton, B.A., 2001. Renal physiology. London: Mosby.

There are a range of new titles available from the library focusing on cardiovascular, renal and respiratory physiology. Material for the gastrointestinal lectures will be provided by Prof Scott. Whilst most of these are held in the Medical School library at Foresterhill, they can be delivered to Sir Duncan Rice Library for your convenience. If there is an updated version of these texts, please feel free to use it instead.

Lecture Synopsis

**Registration & Introduction to the Course – Prof Derek Scott**

Introduction to the scope and content of the course. Explanation of projects, practical work, case studies and assessment.

**Applied Integrative Physiology I & II – Arterial Blood Gas Analysis and Life Support – Prof Derek Scott**

These two lectures will consider how a basic understanding of blood chemistry and gas values can tell us about health, disease and exercise ability. We will also discuss how much of the science you already know is at the core of cardiopulmonary resuscitation, life support and advanced medical practice.

**Principles of Cardiovascular Measurement– Prof Derek Scott**

These two lectures will consider the methods with which the activity of the cardiovascular system can be investigated, both experimental and clinically. Measurement of heart volumes. Measurement of blood pressure. Measurement of blood velocity and flow. Practical examples of the above.

**Cardiovascular Pathophysiology I – Prof Derek Scott**

The A-Z of cardiovascular pathophysiology. A knowledge of normal cardiac structure and function is crucial to understanding to understanding diseases that affect the heart. From your basic knowledge, you will be invited to postulate what malfunctions may arise in the cardiovascular system. We will compare this with a systematic analysis of cardiovascular pathophysiology.

**Cardiovascular Pathophysiology II - Prof Derek Scott**

Acute coronary syndromes - In the USA alone, more than 1.6 million people each year are admitted to hospital suffering from acute heart attacks. We will define what is meant by an acute cardiac event and explore the physiological mechanisms involved.

**Cardiovascular Pathophysiology III - Prof Derek Scott**

Chronic coronary conditions - Heart failure may be the final, and most severe manifestation of nearly every form of cardiac disease and is the most common diagnosis of hospital patients aged over 65. Heart failure most commonly results from impairments of left ventricular function. We will explore the underlying mechanisms using basic physiological principles.

**Background to ECG’s - Prof Derek Scott**

A gentle introduction to the principles of measuring and recording electrocardiograms. Explanation of different types of ECG and what they can and cannot tell us about the health of a subject.

**Cardiovascular Case Study – Prof Derek Scott**

During this session, you will complete questions based upon the case study that you will have been given the week before. The questions will be completed individually, under exam conditions, and the marks for this exercise will form part of your continuous assessment.

**Principles of Gastrointestinal Measurement I – Prof Derek Scott**

Basic introduction to methods of investigating the structure and function of the various components of the gastrointestinal tract. Uses of endoscopy and imaging techniques. Use of biopsy and basic examination techniques such as palpation, auscultation, percussion etc. Common disease states which can be identified using these techniques. Laboratory/research methods for investigating GI function.

**Principles of Gastrointestinal Measurement II – Prof Derek Scott**

Introduction to liver function tests. Reasons for testing liver/biliary enzyme activities. Stool sampling (faecal occult blood tests, microbiology, chemical testing). Indications of nutritional problems. Bowel cancer screening programmes.

**Neural Control of Ventilation – Prof Derek Scott**

This lecture will consider the nervous aspects of how we control respiration. We will consider how the nervous system helps to control normal respiration and how it adapts to cope with unusual respiratory situations. Topics which will be reviewed will include generation of respiratory rhythm, patterns of breathing during disease, respiratory centres of the brain, conscious control of breathing, innervation of respiratory muscles, vagal reflexes and respiration during unusual situations (i.e. swallowing, coughing).

**Materno-Foetal Physiology – Integration of the Respiratory and Cardiovascular Systems – Prof Derek Scott**

This lecture will consider the special changes and adaptations that occur during pregnancy and soon after birth in both mother and child. Materno-foetal physiology is one example of physiological integration - the respiratory and cardiovascular systems of the parent and foetus must develop and function together to ensure the proper development and safe delivery of the child, whilst minimising any detrimental effects that pregnancy might have on the mother. We will consider the role of the placenta and review the pulmonary and cardiovascular changes that occur in the foetus and neonate.

**Respiratory Pathophysiology – Prof Derek Scott**

Many of us take respiration for granted, but malfunctions in any part of the respiratory system can produce severe and distressing effects which may involve or affect other physiological systems. This lecture will briefly review some of the disease states which affect the respiratory system. This will form a foundation for further lectures which students will attend in other specialist courses in their chosen degree disciplines. The disease states considered will include asthma, chronic obstructive pulmonary disease (COPD), pneumothorax, pulmonary embolism, pulmonary hypertension, respiratory failure and acute respiratory distress syndrome.

**Principles of Respiratory Measurement I – Prof Derek Scott**

Lung function tests and what they mean. Spirometry and flow volume curves. Lung volumes. Diffusing capacity. Blood gases. Exercise tests.

**Principles of Respiratory Measurement II – Prof Derek Scott**

Bronchial provocation tests. The new IOC rules for asthma testing in athletes. How it works. Recent British outcomes.

**Respiratory Case Study – Prof Derek Scott**

During this session, you will complete questions based upon the case study that you will have been given the week before. The questions will be completed individually, under exam conditions, and the marks for this exercise will form part of your continuous assessment.

**Gastrointestinal Pathophysiology I – Prof Derek Scott**

Examples of gallbladder and pancreatic disease. Gallstones and jaundice. Pancreatitis.

**Gastrointestinal Pathophysiology II – Prof Derek Scott**

Examples of hepatic disease. Liver failure. Portal hypertension. Cirrhosis.

**Gastrointestinal Pathophysiology III & IV – Prof Derek Scott**

Inflammatory bowel disease. Definitions and symptoms. Comparisons with irritable bowel syndrome and diarrhoeal disease states. Extraintestinal manifestations. Therapeutic options. The ileo-anal pouch/reservoir.

**Principles of Renal Measurement I – Dr Iain Rowe**

Measurement of renal clearance and transport. Evaluation of ability of the kidneys to handle solutes and water. Use of inulin and p-aminohippurate to assess glomerular filtration rate or renal plasma flow. Microscopic techniques (e.g. micropuncture/microperfusion) used to measure single nephron rates of filtration, absorption and secretion.

**Principles of Renal Measurement II – Prof Derek Scott**

Modern imaging techniques used to view renal blood flow, filtration and excretion. Radionuclide scanning to assess renal perfusion and computerised tomography (CT) to look for structural abnormalities of urinary tract. Ultrasonography to measure kidney size, obstructions and malformations. Biochemical testing of blood and urine for signs of renal malfunction (e.g. pH, osmolality, blood in urine, pCO2, HCO3-).

**Renal Pathophysiology I – Dr Michael Scholz**

Brief consideration of what parts of the renal system may malfunction during disease. Hypertension and the kidney. Determinants of normal blood pressure and the role of the kidney. Pathogenesis of essential hypertension. Pathology of hypertension. Physiological targets in the management of hypertension. Secondary hypertension.

**Renal Pathophysiology II – Dr Michael Scholz**

Chronic renal failure. Links with diabetic nephropathy. Common causes of chronic renal failure. Presentation and natural history of chronic renal failure. The progressive nature of chronic renal failure. Main consequences of renal failure and their pathogenesis. Possible physiological targets for treatment of chronic renal failure.

**Renal Pathophysiology III – Dr Michael Scholz**

Urinary tract obstructions and stones. Principal causes of haematuria. Pathophysiology and complications of urinary tract obstructions. Investigation and principles of treatment of urinary tract obstruction. Description of common types of urinary tract stones and outline of their forms of presentation and management.

**Renal/Gastrointestinal Case Study – Prof Derek Scott**

During this session, you will complete questions based upon the case study that you will have been given the week before. The questions will be completed individually, under exam conditions, and the marks for this exercise will form part of your continuous assessment.

**Final Review of the Course, Exam Information & Course Evaluation**

An overview of how all of the organ systems we have focused on all link together, and how they can profoundly affect one another. What are the take home messages of this course? Information regarding the examination. Completion of course evaluation forms.

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Practical/Lab/Tutorial Work

**Tutorial Work**

Tutorial work will take the form of three case studies, which will be handed out throughout the course. There will be one based on a clinical problem involving each of the major organ systems covered in the course – cardiovascular, respiratory and gastrointestinal/renal. Students will be issued with the case details the week before the actual exercise so that they have a chance to find out more about the topic. They have until the assignment deadline to answer a range of questions based upon the case study. At the end of this period, each student’s answers will be submitted to the lecturer for marking. The marks for these case studies will form part of your continuous assessment (10% of final grade each). Students must undertake extra reading to answer these questions effectively and must provide peer-reviewed citations and references to evidence their answers. The case studies will be delivered and completed electronically via the Lt software system.

Other tutorials will focus on specific skills, topical areas of physiological research/innovation, and how to achieve the best grade in the various pieces of assessment. For other tutorials, students will be set material to study or analyse. They will then discuss or report their findings with the tutor during the tutorial. Participation is very much encouraged as part of your employability skills development.

**Laboratory Work**

The laboratory work on this course falls into two categories: a research project and five separate practical activities

The research project is a student led, individual research project that incorporates a wide range of transferable skills. The essence of the project is to allow students to develop a research project that helps them to communicate science to a broad audience, and thus to develop their understanding of the discipline by thinking about how they can best take complex scientific information and present it in an accessible manner using infographics. As well as producing a poster infographic, students will each produce an individual short scientific abstract to give them practice in formal scientific writing. The written reports and the poster presentation will each form an important component of the continuous assessment.

During the course, there will be five in-lab practicals lasting for a large portion of the day. Two of these will be formally assessed - one focusing on measurement of the ECG, and a second which focuses on respiratory function. For the assessed practicals, students will be given the chance to perform the measurements on themselves and will then have to answer a short set of questions based upon the day’s work. These answers are then submitted for marking online at the end of the practical class, using the Lt software system, and form part of the continuous assessment mark.

Please read the student notes concerned with behaviour and safety in the laboratories.

**THIS IS IMPERATIVE. DUE TO THE PANDEMIC WE CANNOT TAKE RISKS OR INGORE THE PROTECTION OF OURSELVES OR OTHERS IN OUR UNIVERSITY COMMUNITY. PLEASE REVIEW ANY SAFETY VIDEOS/INSTRUCTIONS CIRCULATED TO THE WHOLE SCHOOL REGARDING LAB BEHAVIOUR AND EXPECTATIONS, ALONG WITH ANY OTHER SAFETY INSTRUCTIONS GIVEN TO YOU AS PART OF ANY CLASS/PRACTICAL WORK.**

The practical work required in this course may present difficulties to students with special educational needs. For such students, alternative arrangements will be made. Any student with special needs should make these known to the Course Co-ordinator when registering for the class and should then also discuss their needs with the School Disabilities Co-ordinator, to ensure that they have the best possible outcome.

University Policies

Students are asked to make themselves familiar with the information on key education policies, available [here](https://www.abdn.ac.uk/staffnet/teaching/key-education-policies-for-students-11809.php). These policies are relevant to all students and will be useful to you throughout your studies.  They contain important information and address issues such as what to do if you are absent, how to raise an appeal or a complaint and how the University will calculate your degree outcome.

These University wide education policies should be read in conjunction with this programme and/or course handbook, in which School specific policies are detailed. These policies are effective immediately, for the 2023/24 academic year. Further information can be found on the [University’s Infohub webpage](https://www.abdn.ac.uk/students/) or by visiting the Infohub.

The information included in the institutional area for 2023-24 includes the following:

* Assessment
* Feedback
* Academic Integrity
* Absence
* Student Monitoring/ Class Certificates
* Late Submission of Work
* Student Discipline
* The co-curriculum
* Student Learning Service (SLS)
* Professional and Academic Development
* Graduate Attributes
* Email Use
* MyAberdeen
* Appeals and Complaints

Where to Find the Following Information:

C6/C7- University of Aberdeen Homepage > Students > Academic Life > Monitoring and Progress > Student Monitoring (C6 & C7)

https://www.abdn.ac.uk/students/academic-life/student-monitoring.php#panel5179

Absences- To report absences you should use the absence reporting system tool on Student Hub. Once you have successfully completed and sent the absence form you will get an email that your absence request has been accepted. The link below can be used to log onto the Student Hub Website and from there you can record any absences you may have.

[Log In - Student Hub (ahttps://www.abdn.ac.uk/studenthub/loginbdn.ac.uk)](https://www.abdn.ac.uk/studenthub/login)

Submitting an Appeal- University of Aberdeen Homepage > Students > Academic Life > Appeals and Complaints

https://www.abdn.ac.uk/students/academic-life/appeals-complaints-3380.php#panel2109

Academic Language & Skills support

For students whose first language is not English, the Language Centre offers support with Academic Writing and Communication Skills.

Academic Writing

* Responding to a writing task: Focusing on the question
* Organising your writing: within & between paragraphs
* Using sources to support your writing (including writing in your own words, and

citing & referencing conventions)

* Using academic language
* Critical Thinking
* Proofreading & Editing

Academic Communication Skills

* Developing skills for effective communication in an academic context
* Promoting critical thinking and evaluation
* Giving opportunities to develop confidence in communicating in English
* Developing interactive competence: contributing and responding to seminar discussions
* Useful vocabulary and expressions for taking part in discussions

More information and how to book a place can be found here

Medical Sciences Common Grading Scale

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade | Grade Point | % Mark | Category | Honours Class | Description |
| A1 | 22 | 90-100 | Excellent | First | • Outstanding ability and critical thought • Evidence of extensive reading • Superior understanding •The best performance that can be expected from a student at this level |
|  |
| A2 | 21 | 85-89 |  |
|  |
| A3 | 20 | 80-84 |  |
|  |
| A4 | 19 | 75-79 |  |
|  |
| A5 | 18 | 70-74 |  |
|  |
| B1 | 17 | 67-69 | Very Good | Upper Second | • Able to argue logically and organise answers well  • Shows a thorough grasp of concepts  • Good use of examples to illustrate points and justify arguments  • Evidence of reading and wide appreciation of subject |  |
|  |
| B2 | 16 | 64-66 |  |
|  |
| B3 | 15 | 60-63 |  |
|  |
| C1 | 14 | 57-59 | Good | Lower Second | • Repetition of lecture notes without evidence of further appreciation of subject • Lacking illustrative examples and originality • Basic level of understanding |  |
|  |
| C2 | 13 | 54-56 |  |
|  |
| C3 | 12 | 50-53 |  |
|  |
| D1 | 11 | 47-49 | Pass | Third | • Limited ability to argue logically and organise answers • Failure to develop or illustrate points • The minimum level of performance required for a student to be awarded a pass |  |
|  |
| D2 | 10 | 44-46 |  |
|  |
| D3 | 9 | 40-43 |  |
|  |
| E1 | 8 | 37-39 | Fail | Fail | • Weak presentation • Tendency to irrelevance • Some attempt at an answer but seriously lacking in content and/or ability to organise thoughts |  |
|  |
| E2 | 7 | 34-36 |  |
|  |
| E3 | 6 | 30-33 |  |
|  |
| F1 | 5 | 26-29 | Clear Fail | Not used for Honours | • Contains major errors or misconceptions • Poor presentation |  |
|  |
| F2 | 4 | 21-25 |  |
|  |
| F3 | 3 | 16-20 |  |
|  |
| G1 | 2 | 11-15 | Clear Fail/Abysmal |  | • Token or no submission |  |
|  |
| G2 | 1 | 1-10 |  |
|  |
| G3 | 0 | 0 |  |
|  |

Course Timetable PY3002: 2023-2024

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date | Time | Place | Subject | Session | Staff |
| Week 8 | | | | | |
| Mon 18 Sep | 14:00-15:00 | OLD SENATE ROOM | Registration & Introduction to the Course | Lecture | DAS |
| 16:00-17:00 | OLD SENATE ROOM | Applied Integrative Physiology I | Lecture | DAS |
| Tue 19 Sep |  |  |  |  |  |
| Wed 20 Sep |  |  |  |  |  |
| Thu 21 Sep |  |  |  |  |  |
| Fri 22 Sep | 14:00-15:00 | FN3 | Applied Integrative Physiology II | Lecture | DAS |
| 15:00-16:00 | FN3 | Principles of CV Measurement I | Lecture | DAS |
| Week 9 | | | | | |
| Mon 25 Sep | 14:00-15:00 | OLD SENATE ROOM | Principles of CV Measurement II | Lecture | DAS |
| 16:00-17:00 | OLD SENATE ROOM | CV Pathophysiology I | Lecture | DAS |
| Tue 26 Sep | 10:00-13:00 | STH 0.004 | Human Experimentation & Data Capture I | Practical | DAS/IR |
| Wed 27 Sep |  |  |  |  |  |
| Thu 28 Sep |  |  |  |  |  |
| Fri 29 Sep |  |  |  |  |  |
| Week 10 | | | | | |
| Mon 2 Oct | 14:00-15:00 | OLD SENATE ROOM | CV Pathophysiology II | Lecture | DAS |
| 16:00-17:00 | OLD SENATE ROOM | CV Pathophysiology III | Lecture | DAS |
| Tue 3 Oct |  |  |  |  |  |
| Wed 4 Oct |  |  |  |  |  |
| Thu 5 Oct |  |  |  |  |  |
| Fri 6 Oct | 14:00-15:00 | FN3 | Background to ECG’s  HAND OUT CASE STUDY  How to complete a case study assessment | Lecture | DAS |
| 15:00-16:00 | FN3 | Lecture | DAS |
| Week 11 | | | | | |
| Mon 9 Oct | 14:00-15:00 | OLD SENATE ROOM | Materno-foetal physiology | Lecture | DAS |
| 16:00-17:00 | OLD SENATE ROOM | Neural control of ventilation | Lecture | DAS |
| Tue 10 Oct | 10:00-13:00 | STH 0.004 | Human Experimentation & Data Capture II | Practical | DAS/IR |
| Wed 11 Oct |  |  |  |  |  |
| Thu 12 Oct |  |  |  |  |  |
| Fri 13 Oct | 14:00-15:00 | ZOO ZB03 | CV Case Study – ASSESSMENT  Completed via Lt system | Assessment | DAS |
| Week 12 | | | | | |
| Mon 16 Oct | 14:00-15:00 | OLD SENATE ROOM | Renal Measurement 1 | Lecture | IR |
| 16:00-17:00 | OLD SENATE ROOM | Renal Pathophysiology 1 | Lecture | MES |
| Tue 17 Oct |  |  |  |  |  |
| Wed 18 Oct |  |  |  |  |  |
| Thu 19 Oct |  |  |  |  |  |
| Fri 20 Oct | 16:00-17:00 | FN3 | Renal Measurement 2 | Lecture | DAS |
| Week 13 | | | | | |
| Mon 23 Oct | 14:00-15:00 | OLD SENATE ROOM | Cardiovascular Case Study Feedback | Lecture | DAS |
| 16:00-17:00 | OLD SENATE ROOM | Making Measurements on Humans – basic, consent, ethics, dealing with different groups with different needs | Lecture | DAS |
| Tue 24 Oct | 10:00-13:00 | STH 0.004 | Human Experimentation & Data Capture III -  ECG Practical | Practical | DAS/IR |
| HAND OUT CASE STUDY |
| Wed 25 Oct |  |  |  |  |  |
| Thu 26 Oct |  |  |  |  |  |
| Fri 27 Oct | 14:00-15:00 | FN3 | Renal Pathophysiology 2 | Lecture | MES |
| 15:00-16:00 | FN3 | Renal Pathophysiology 3 | Lecture | MES |
| 16:00-17:00 | ZOO ZB03 | Respiratory Case Study – ASSESSMENT  Completed via Lt system | Assessment | DAS |
| Week 14 | | | | | |
| Mon 30 Oct | 14:00-15:00 | OLD SENATE ROOM | GI Measurement 1 | Lecture | DAS |
| 16:00-17:00 | OLD SENATE ROOM | Private Study | Study | DAS |
| Tue 31 Oct |  |  |  |  |  |
| Wed 1 Nov |  |  |  |  |  |
| Thu 2 Nov |  |  |  |  |  |
| Fri 3 Nov | 14:00-15:00 | ZOO ZB03 | Infographic project/essay session | Assessment |  |
| 16:00-17:00 | FN3 | GI Measurement 2 | Lecture | DAS |
| Week 15 | | | | | |
| Mon 6 Nov | 14:00-15:00 | OLD SENATE ROOM | GI Measurement 1 | Lecture | DAS |
| 16:00-17:00 | OLD SENATE ROOM | GI Measurement 2 | Lecture | DAS |
| Tue 7 Nov | 10:00-13:00 | STH 0.004 | Human Experimentation & Data Capture IV -  Respiratory Practical | Practical | DAS/IR |
| Case Study – General Feedback & Answers |
| Wed 8 Nov |  |  |  |  |  |
| Thu 9 Nov |  |  |  |  |  |
| Fri 10 Nov | 16:00-17:00 | FN3 | Private Study | Lecture | DAS |
| Week 16 | | | | | |
| Mon 13 Nov | 14:00-15:00 | OLD SENATE ROOM | GI Pathophysiology 1 | Lecture | DAS |
| 16:00-17:00 | ZOO ZB03 | GI Pathophysiology 2 | Lecture | DAS |
| Tue 14 Nov |  |  |  |  |  |
| Wed 15 Nov |  |  |  |  |  |
| Thu 16 Nov |  |  |  |  |  |
| Fri 17 Nov | 14:00-15:00 | FN3 | GI Pathophysiology 3 | Lecture | MES |
| 15:00-16:00 | FN3 | GI Pathophysiology 4 | Lecture | MES |
| Week 17 | | | | | |
| Mon 20 Nov | 14:00-15:00 | OLD SENATE ROOM | Healthcare Science – what does this involve? | Lecture | MES |
| 16:00-17:00 | ZOO ZB03 | Renal/GI Case Study - ASSESSMENT | Assessment | DAS |
| Tue 21 Nov | 10:00-13:00 | STH 0.004 | Human Experimentation & Data Capture V | Practical | DAS/IR |
| Wed 22 Nov |  |  |  |  |  |
| Thu 23 Nov |  |  |  |  |  |
| Fri 24 Nov | 14:00-15:00 | ZOO ZB03 | What is ‘normal’? | Revision |  |
|  | 16:00-17:00 | FN3 | Using and interpreting physiological research | Lecture | DAS |
| Week 18 – NO TEACHING (CONSOLIDATE INTO 10 WEEKS) | | | | | |
| Mon 27 Nov |  |  | Revision activities will be scheduled in this week if requested by students – Prof Scott will ask the class what they want and need and arrange sessions accordingly. |  |  |
| Tue 28 Nov |  |  |  |  |
|  |  |  |  |
| Wed 29 Nov |  |  |  |  |
| Thu 30 Nov |  |  |  |  |
| Fri 1 Dec |  |  |  |  |
| Week 19 - No teaching during this week REVISION WEEK – NO TEACHING (CONSOLIDATE INTO 10 WEEKS) | | | | | |
| Mon 5 Dec |  |  | Revision activities will be scheduled in this week if requested by students – Prof Scott will ask the class what they want and need and arrange sessions accordingly. |  |  |
| Tue 6 Dec |  |  |  |  |
| Wed 7 Dec |  |  |  |  |
| Thu 8 Dec |  |  |  |  |
| Fri 9 Dec |  |  |  |  |

Staff

Prof Derek Scott (DAS)

Dr Michael Scholz (MES)

Dr iain Rowe (IR)

Venues

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| Old Senate Room, Old Aberdeen, behind Elphinstone Hall, archway is right by Kings College Playing Field |
| STH 0.004 - Science Teaching Hub, Old Aberdeen – Ground floor lab 0.004 |
| FN3, Fraser Noble Building Lecture Theatre 3 – Engineering Building with dome on Academic Square near University Library |
| ZB03, Zoology Building, basement, go downstairs at entrance to Zoology and ZB03 is right at bottom of stairs past the lifts |

Campus Maps - Foresterhill



Polwarth Floor Plans

Diagram, schematic

Description automatically generated

Diagram

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Diagram

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