



**STUDYDADDY**

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**FLORIDA NATIONAL UNIVERSITY**  
**CRITICAL THINKING RESEARCH REPORT AND POWERPOINT ASSIGNMENT**  
Lesson Plan

**COURSE # AND TITLE:** • MCB2000C Microbiology

**INSTRUCTOR:** • Dr. Grisseel Cruz-Espaillat, M.D., PH.D.

**SPECIFIC TOPIC:** • Pathology

**LESSON PLAN OVERVIEW:** • Students will engage in critical thinking regarding the systems of the human body and pathology in Microbiology, and specifically the following topics: Integumentary, musculoskeletal, pulmonary, respiratory, urinary, circulatory, male/female reproductive, electrolytes/hydration, endocrine, and immune/lymphatic.

**OBJECTIVES:**

1. Learn the distinctions and characteristics of the systems
2. Engage in critical thinking through the analysis of the pathologies related (Case Study application)
3. Engage in critical thinking by examining the selected pathology with the prospective systems and credibility of scholar researcher.
4. Engage student interest in prospective major

**RATIONALE:**

- Students will benefit by:
  1. Performing the critical thinking exercise of exegesis
  2. Gaining confidence in applying what they have learned
  3. Executing preliminary research on their prospective major
  4. Correlating pattern characteristics of specific systems of the human body.

**RESOURCES / MATERIALS:** FNU Library, Textbook, Internet access

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**LESSON CONTENT:**  
**(INCLUDE TIMES ALLOWED FOR COVERING TOPICS)**

Students will be assigned pathology 2 week of the course, they will be assigned to develop a Research Document Report and PowerPoint by apply researched information on their topic.

1. Define the disease,
2. Cause of the disease,
3. Signs & Symptoms of the disease (If apply, include stages, levels, or types of the disease),
4. Laboratory findings (include, all blood test names, genetic test, urine test, i.e.) Must include all normal versus abnormal levels that will confirm the disease,
5. Images of the Disease (X-ray, MRI, Ct Scans, PET scans),
6. Treatment for the disease (this includes name of the medications, dosage, side effects, alternative medications,
7. Diet for the patient,
8. Demographics of the disease,
9. Prognosis of the disease,
10. Photos of the disease throughout the PowerPoint presentation.
11. All students must apply APA and writing style format.
12. References must be within the last 5 years and no less than 10 references.

**COLLABORATIVE ACTIVITIES:**  
**(INCLUDE TIMES ALLOWED FOR COVERING TOPICS)**

Student will provide an Outline on the day of their presentation. Each student will submit the report/assessment as a part of this panel that should complement each other. Each student will be awarded points based on the MOP (Mode of PowerPoint Presentation) rubric, APA and writing style, Oral comprehensive exam of topic (pathology).

**CLASSROOM ASSIGNMENTS:** Students will gather general principles to specific concepts related to the mechanism effect of the pathologies with the human body systems.

**READING ASSIGNMENTS:** Chapter  
10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28

**HOMEWORK ASSIGNMENTS:** Research Report and PowerPoint Presentation  
Each Student receives full participation credit for writing the power-point presentation and a research report, as individual activity. Will be graded for a Final laboratory grade of the presented material.

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**REFERENCE:**

- All references are to be included in the PowerPoint presentation and Written Report in APA format.

**WEB SITES:**

- Google scholar, eMedicine, World Health Organization (WHO), Center for Disease and Prevention Control (CDC), Web-Med, MayoCLinic, and other healthcare organizations, i.e

**RECOMMENDED READINGS:**

**(CAMPUS LIBRARY)**

- *Microbiology: An Introduction, 12<sup>th</sup> Edition.* Tortora, Funke, & Case. 2016

Use FNU Campus/Online Library

## **Research Rubric**

<b>Categories</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>CONTENT SUBJECT KNOWLEDGE 80%</b> ACCURATE RESEARCH FOR PATHOLOGY ACCURATE CONTENT ACCURATE ANSWERS TO QUESTIONS ACCURATE CALCULATION OF DOSAGES LABORATORY LEVELS				
<b>ORGANIZATION 10%</b> LOGICAL SEQUENCE REACHED LOGICAL CONCLUSION				
<b>FORMATING 10%</b> FONT SYTLE FORM CITATION AND REFERENCES SPELLING GRAMATICAL ERRORS				



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