**ACTIVITIES FOR THIS WEEK #6 Digestive System/PESILAD--Gastroenteritis**

**Overview**

The digestive system evolved and contributed to homeostasis by providing necessary nutrients that the human body needs. The digestive system starts from the mouth 🡪 esophagus 🡪 stomach 🡪 small intestines 🡪 large intestines 🡪 rectum 🡪 and finally, the anus. There are accessory organs involved in the digestive system. The accessory organs are the liver, the gallbladder, and the pancreas.

Humans evolved as discontinuous feeders. Humans developed the ability to store food, allowing humans to spend more time and to engage in other survival activities.

The concepts in this course is integrated with the concepts in EvoMed 101 and Mom’s Grassy Chess Academy 101. Also, this course is a continuation of PEMSAI 201. PEMSAI 201 deals with the concepts of Pathology, Evolutionary Medicine, Military Science, and Artificial Intelligence.

**PEMSAI 201 is research intensive.**

**A. Discussion Forum Activities**

**Discussion Forum Activity –**

The Global Farmer Engineers should answer the questions in the Discussion Forum. The Discussion Forum consists of two parts. The first part will be your response to the main question(s). The second part will be your response to your binary.

Answer the Discussion Forum questions for the week by posting to your binary. For Part 1, Military Checkpoint (MC) #1: “Identify the anatomy of the human digestive system and describe the physiology of each organ.”; Military Checkpoint (MC) #2: “Identify the accessory digestive organs and describe each organ.” There is no Part 2. There is PESILAD instead. Ergo, your Part 2 is your PESILAD response.

**B. CONNECTING THE CONCEPTS**

The CONNECTING THE CONCEPTS exercises identify the need to integrate the concepts through the course. You will recognize that learning the concepts is not based upon memorization. Instead, learning the concepts is based on connecting and linking the concepts even if it seems to be of different topics. Let me explain, the CONNECTING THE CONCEPTS exercises act as the threads that unite the concepts throughout the course. You will be using the CONNECTING THE CONCEPTS exercises when you build your Binary Project Paper.

There are five concepts that you have to use in sentences every week. Connecting The Concepts exercise is a critical thinking exercise I designed, and I have been using Connecting The Concepts for 30 years now. The five concepts for this week are:

**1. Mastication**

**2. Peristalsis**

**3. Deglutition**

**4. Absorption in the small intestine**

**5. Gastroenteritis**

Post your responses by sending your sentences to your binary.

**C. The JODEL Project (30%)**

You have to write a 16-page paper on the JODEL Project. There are five components of the JODEL Project. The first component is the PESILAD (2 pages). The second component is the JODEL Plane (5 pages). The third component is the Hazards (2 pages). The fourth component is the Controls (2 pages). The fifth component is Rice Production (3 pages). The bibliography is one page. The cover page is one page. This is the 16-page report, which should be MLA formatted. The Jodel Project will be updated every week. This is an individual project. The Jodel Project is due the Week of 7/21/2025. To make the research efficient, I decided to make The Jodel Project with the original assignment. The “JODEL” Project is an assignment geared towards individual research. The Global Farmer-Engineer must create and submit an original eight-page report. The Global Farmer-Engineer will create the “JODEL” project, using the “JODEL” plane (GATU) as model. This activity follows the constructivist way of learning. However, this is an exception because all Project Papers are done collaboratively. The “JODEL” Project is an individual project. Combine this 8-page report to your 16-page paper. Your binary will give the feedback after you are done with your project.

For this week, your focus for your binary project paper is **researching rice production**.Do your own research. Use Doctor Deauna’s X.

**D. Simulations and Professional Anticipatory Tactics (SAPAT)**

The Simulations and Professional Anticipatory Tactics (SAPAT) exercises are another application of the Farmer-Engineers’ knowledge, in which the Global Farmer-Engineers will have to perform simulations on relevant PEMSAI concepts. Also, the Farmer-Engineers should apply professional anticipatory tactics. The Farmer-Engineers should use the Chess Cradle accordingly. The SAPAT exercise for this week should be correlated with Doctor Deauna’s X.

**E. Global Response and Mobilization (GRAM)**

The Global Response and Mobilization (GRAM) exercises are aligned with the objectives as presented in the syllabus. The GRAM exercises allow the Farmer-Engineers to relate PEMSAI concepts to the Farmer-Engineers response to Global Emergencies. The Global Emergencies are real world situations and problems that need preparations. Use of Engineering Control, Administrative Control, and use of Personal Protective Equipment concepts are appropriate responses. Together with Connecting The Concepts, Environmental Medicine, and “Outside the Box” Concepts, global response/s can be met. With regards to mobilization, activation of command centers can be done whenever necessary. The data for the GRAM exercise should be correlated with Doctor Deauna’s X.

**F. PESILAD**

There is a PESILAD exercise wherein the Farmer-Engineer have to research why the PESILAD is with a certain diagnosis. PESILAD stands for “Patient, Etiology, Signs and Symptoms, Impression, Laboratory, Ancillary Procedures, and Diagnosis. All pertinent data will be given. It is for the Farmer-Engineer to know the reason why the data was given. **For this week**, Farmer-Engineer F is a 25-year-old male with diarrhea. He consulted at the Emergency Room and was admitted to the hospital. There are no other cases. The attending physician recommended that the patient be transported to the Tertiary Military Hospital. There is a need for further management and documentation. A nurse will accompany Farmer Engineer F. The patient is scheduled to be flown out immediately.

**These are the WHY questions.**

**P =** Farmer Engineer F, 25-year-old male with diarrhea

**E =** Extrinsic **WHY?**

**S =** Nausea, vomiting, diarrhea, stomach pain, headache, fever

**I** = Viral infection **WHY?**

**L** = CBC, urinalysis, fecalysis **WHY?**

**A** = None **WHY?**

**D** = Gastroenteritis, viral infection **WHY?**

**Open Questions:** E-mail your questions at numbers115@aol.com.

Questions can be related to APEMS (Anatomy, Physiology, Evolutionary Medicine and Military Science). Questions can be pertaining to COVID and other viruses. Questions can be on how to produce rice for all. Questions can be on Mom’s Grassy Farmlands Nuclear Bunkers Rice Complexes and Universities. Finally, questions can be on Mom’s Grassy “Extension”.

Do your best!

**Professor Deauna**