

Microbiology Exam 2 **(2023)**

Sterilization - Answer-The process that completely destroys all microbial life, including spores.

disinfection - Answer-A process that eliminates many or all microorganisms, with the exception of bacteria spores, from inanimate objects

Decontamination/Sanitization - Answer-cleansing technique that mechanically removes microorganisms as well as other debris to reduce contamination to safe levels

Antisepsis - Answer-removal of pathogens from living tissue

Place the microbes in order of LEAST to MOST resistant to microbial control agents - Answer-enveloped viruses, fungi, bacterial endospores, prions

An RN on a medical surgical unit would expect to perform all of the following antimicrobial control methods during her care of patients except: - Answer-sterilization

When disinfection occurs, the death of the whole population is often instantaneous. - Answer-false

Which type of cells tend to die more quickly? - Answer-active cells

Cellular targets of physical and chemical agents include: - Answer-cell wall
cytoplasmic membrane
DNA
RNA
Proteins

Discuss the difference between boiling water and Pasteurization - Answer-Pasteurization deals with applying heat to liquids while boiling water is using the hot liquid- water to disinfect non liquids

What is desiccation and how does it stop microbial growth? - Answer-when vegetative cells that are exposed to normal room air become dehydrated which kills them.

What is lyophilization and how does it affect microbial growth? - Answer-This is a combination of freezing and drying that preserves microorganisms and other cells in a viable state for many years. This method avoids the formation of ice crystals that harm the cell and this permits future reconstitution.

What is the difference between ionizing radiation sterilization and nonionizing radiation sterilization? Give 1 example of the applications of each. - Answer-non ionizing radiation

Microbiology Exam 2 Essay

Lei Huang

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the name bar.

Microbiology Exam 2 Essay:

Guide to American Graduate Schools, 1990 **Teaching and Learning Through Inquiry** Virginia S.

Lee, 2023-07-03 Inquiry guided learning IGL refers to an array of classroom practices that promote student learning through guided and increasingly independent investigation of complex questions and problems Rather than teaching the results of others investigations which students learn passively instructors assist students in mastering and learning through the process of active investigation itself IGL develops critical thinking independent inquiry students responsibility for their own learning and intellectual growth and maturity The 1999 Boyer Commission Report emphasized the importance of establishing a firm grounding in inquiry based learning and communication of information and ideas While this approach capitalizes on one of the key strengths of research universities the expertise of its faculty in research it is one that can be fruitfully adopted throughout higher education North Carolina State University is at the forefront of the development and implementation of IGL both at the course level and as part of a successful faculty led process of reform of undergraduate education in a complex research institution This book documents and explores NCSU s IGL initiative from a variety of perspectives how faculty arrived at their current understanding of inquiry guided learning and how they have interpreted it at various levels the individual course the major the college the university wide program and the undergraduate curriculum as a whole The contributors show how IGL has been dovetailed with other complementary efforts and programs and how they have assessed its impact The book is divided into four parts the first briefly summarizing the history of the initiative Part Two the largest section describes how various instructors departments and colleges in a range of disciplines have interpreted inquiry guided learning It provides examples from disciplines as varied as ecology engineering foreign language learning history music microbiology physics and psychology It also outlines the potential for even broader dissemination of inquiry guided learning in the undergraduate curriculum as a whole Part Three describes two inquiry guided learning programs for first year students and the interesting ways in which NCSU s university wide writing and speaking program and growing service learning program support inquiry guided learning Part Four documents how the institution has supported instructors and how they have supported themselves as well as the methods used to assess the impact of inquiry guided learning on students faculty and the institution as a whole The book has been written with three audiences in mind instructors who want to use inquiry guided learning in their classrooms faculty developers considering supporting comparable efforts on their campuses and administrators interested in managing similar undergraduate reform efforts It will also appeal to instructors of courses in the administration of higher education who are looking for relevant case studies of reform While this is a model successfully implemented at a research university it is one that is relevant for all institutions of higher education National Agricultural Library Catalog National Agricultural Library (U.S.), 1973 Graduate Studies, 1989 *Nutrition in Nursing* Lorraine Boykin-Stith, 1975 *Ankylosing Spondylitis* Andrei Calin, James F. Fries, 1978 **Self-assessment of Current**

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Self-assessment of Current Knowledge in Orthodontics Donald T. Rosenbloom, 1976 **Self-assessment of Current Knowledge in Cardiopulmonary Nursing** Sue B. Foster, 1975 Arrhythmias Case Studies Lester B. Jacobson, Nora Goldschlager, 1978 Prize-essays and Transactions of the Highland and Agricultural Society of Scotland Royal Highland and Agricultural Society of Scotland, Edinburgh, 1948 **Journal of Dental Education**, 1999 Includes section Book reviews **Journal of Developmental Education**, 1994 Journal of Biological Education, 1971
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