



Faculty of Medicine

School of Medical Sciences

PATH 2201 / PATH 2202

# Processes in Disease (6 UOC)

SEMESTER II, 2009

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## Course staff

Dr P Polly (Course Convenor), Dr S. Champion (Co-Convenor), Dr G Velan (Head of Teaching in Pathology), Professor N Hawkins (Head of School), Professor R Kumar, Dr M Dziegielewski, Dr N Tedla, Dr B Kan, Dr S Van Es, and Dr C van Vliet.

Administrative and general problems related to your attendance, or the content and conduct of the course, can in the first instance be addressed by consulting Dr Patsie Polly by email ([patsie.polly@unsw.edu.au](mailto:patsie.polly@unsw.edu.au)) and in the second instance be addressed by consulting Dr Gary Velan ([g.velan@unsw.edu.au](mailto:g.velan@unsw.edu.au)). Students wishing to see their tutors or other members of staff should call in at the School office (ground floor) and make an appointment with the assistance of the staff. If students have difficulties of a personal nature, they should contact the School's Grievance Officer, Dr P. Pandey or Prof Nick Hawkins, the Head of School.

Should you feel that there are particular circumstances that have affected your performance in the course; you should lodge an application for special consideration. The procedures involved in this are outlined in the UNSW Student Guide, and special forms are widely available on campus e.g. Student Health Centre, Student Centre.

Information on the different research units in the Department of Pathology and the research interests of each staff member is available at Department of Pathology's home page at <http://medicallsciences.med.unsw.edu.au/>

All students in the course PATH2201/PATH2202 are advised that email is now the official means by which the School of Medical Sciences at UNSW will communicate with you. All email messages will be sent to your official UNSW email address (e.g., [z1234567@student.unsw.edu.au](mailto:z1234567@student.unsw.edu.au)) and, if you do not wish to use the University email system, you **MUST** arrange for your official mail to be forwarded to your chosen address. The University recommends that you check your mail at least every other day. Facilities for checking email are available in the School of Medical Sciences and the University library. Further information and assistance is available from DIS-Connect, tel 9385 1777. Free email courses are run by the UNSW library.

## Email Etiquette

All emails to academic staff should acknowledge the recipient appropriately ("Dear ..."). Students should identify themselves by their name, student number and course code.

## Course details

**PATH2201 / PATH2202** are 6 UOC courses, which are available in Semester 2 only. These courses are prerequisites for Stage 3 courses offered by the Department of Pathology, and as such may be counted toward a minor in the discipline of Pathology. They are suitable for students who plan a career in research, hospital based laboratory work, and non-medical health professions.

## Course aims

**PATH2201 Processes in Disease / PATH2202 Processes in Disease for Health and Exercise** have been developed to provide students with a broad understanding of the pathological basis of human disease, through study of the fundamental causes of disease at a macroscopic, microscopic and molecular level. The general purpose of the courses is to introduce the student to foundations of the scientific approach to the study of disease.

The aims of the course include:

1. To understand the pathological processes that underlie common human diseases;
2. To integrate and build on students' knowledge of anatomy (normal structure at a gross level), histology (normal structure at a microscopic level) and physiology (normal function), by comparing normal structure and function with abnormalities caused by disease.
3. To introduce students to the terminology of pathology, in order to facilitate communication in future health-related education, research or clinical practice.
4. To provide a basis for understanding and interpretation of clinical scenarios students may encounter in future practice.
5. To guide and improve students' ability to utilise appropriately the medical literature, facilitated by a scientific literacy workshop, a media assignment (see Assessment section) and the structure of tutorials.

### Student learning outcomes

At the completion of this course, students should be able to:

1. Describe the causes, pathogenetic mechanisms, macroscopic and microscopic appearances and clinical consequences of common diseases affecting humans.
2. Outline the causes, mechanisms and consequences of the following pathological processes:
  - a. Acute inflammation
  - b. Chronic inflammation and repair
  - c. Vascular diseases
  - d. Neoplasia
3. Apply knowledge of pathological processes to common examples of specific human diseases, which include:
  - a. Acute appendicitis
  - b. Pneumonia
  - c. Tuberculosis
  - d. Peptic ulcer disease
  - e. Atherosclerosis
  - f. Thromboembolus
  - g. Colorectal carcinoma
  - h. Breast carcinoma
4. Understand the roles of the public media and of scientific literature in medical/scientific research and education, and be able to utilize appropriately and cite scientific literature

These outcomes will be achieved through study of the common patterns of tissue responses to injury, which are often referred to as pathological processes. To understand these processes, students will draw on knowledge of normal anatomy, histology, biochemistry and physiology.

Learning outcomes 1-3 will be assessed via on-line progress assessments, tutorial participation and quizzes, as well as an end of course examination (refer to Assessment section). Learning objective 4 is achieved through the Scientific Writing Literacy Workshop and assessed via the 'Media Assignment' (refer to Assessment section).

## Graduate attributes will be developed in:

1. Information acquisition, evaluation and synthesis
2. Effective communication in both oral and written formats
3. Collaborative learning within peer groups
4. Research inquiry and reflective practice as a 'researcher'

## Learning and teaching rationale

The study of the common processes of disease is also referred to as General Pathology. The common pathological processes, such as inflammation, healing, thrombosis and infarction and neoplasia, are the building blocks of understanding any human disease, and a thorough knowledge of them is central to success in these courses. At the same time, we will examine more specific examples of disease, where pathological processes in certain tissues or organs produce recognisable disease entities: for instance, as well as a lecture on the process of acute inflammation, lectures will be given on examples of acute inflammation affecting the appendix and the lung, namely acute appendicitis and pneumonia. The study of disease in individual organs and systems is often referred to as Systemic Pathology. It is important for you to view these examples in relation to the knowledge you have already gained of pathological processes. Emphasis will be placed on understanding the way in which the occurrence of pathological processes in specific organs leads to the typical expression of disease entities, recognisable by clinical signs and symptoms of illness. Wherever practical, pertinent biochemical and metabolic derangements will be correlated with the morphological changes in tissues and organs. Moreover, emphasis will be given to the wider ramifications of a disease process, both at distant sites within the body, and on the individual as a whole.

Pathology is a complex discipline, and each phase of the course builds upon work previously covered. Therefore, it is important to realise that you must commence working and revising from the outset in order to achieve a successful outcome.

Opportunities exist for all students wishing to undertake undergraduate and postgraduate research programs within the School of Medical Sciences. Information can be accessed via the School of Medical Sciences website at:

<http://medicallsciences.med.unsw.edu.au/SOMSWeb.nsf/page/Pathology+Research>

## Teaching strategies

The courses employ a variety of teaching modes in order to facilitate learning:

- 1) **Lectures** introduce pathological processes, as well as specific examples of those processes affecting organs and tissues;
- 2) **Tutorials** extend and amplify the understanding of material presented in lectures in an interactive format; students are encouraged to clarify any difficulties regarding the concepts discussed.
- 3) **PATH2201 Practical Museum sessions** in the Museum of Human Disease (Ground Floor, Samuels Building) apply disease processes to macroscopic appearances of disease in organs and tissues (lesions), and to correlate these with the clinical manifestations.
- 4) **PATH2201 Practical Histopathology classes** display the microscopic manifestations of disease, using computer-based virtual microscopy, in order to permit correlation between disease processes, changes in cells and tissues at the microscopic level and the manifestations of disease.

- 5) **PATH2202 Practical classes** employ an integrated approach to learning about disease processes with reference to specific case studies, related macroscopic and relevant microscopic specimens. This approach is known as clinicopathological correlation. Rehabilitation issues that relate to the disease process will also be addressed.
- 6) A '**Scientific Writing Literacy Workshop Series**' aimed at fostering student graduate attributes in scientific research, writing and communication.
- 7) Learning is supported via an eLearning Vista module (accessible via student number and UniPASS at <http://vista.elearning.unsw.edu.au>). Announcements, timetables, lecture slides, links to online progress assessments, science writing literacy skills focus guide and other resources will be made available in this module during the course. This assignment will be submitted electronically as a Word file via eLearning Vista, and will be subject to a check for plagiarism using Turnitin software.
- 8) The PATH2201 / PATH2202 Student Manual contains specific learning objectives for each lecture, tutorial, practical class and Museum study session, together with the course timetable and useful background information.

## Assessment

*Evaluation for the course is as follows:*

On-line progress assessment	5%
Tutorial contribution and quizzes	10%
Media assignment	30%
End of course examination (2 hours)	55%

### *On-line progress assessment*

Students will complete one on-line assessment during the semester, which focuses on learning outcomes 1, 2 and 3. This is to be completed during the 4 weeks in which it is available (9am Monday 14 September 2009 to 4pm Friday 16 October 2009 – see integrated timetable). Students may attempt the assessment as often as they wish within the time allowed until they receive a satisfactory score (>90%). The aim of this “formative” assessment is to provide students with feedback on their progress, rather than to rank students. Students will receive 5% of the total mark for satisfactory completion of the assessment.

### *Tutorial contribution and quizzes*

1. **Tutorial contribution (5% of final mark):** Assessed by each tutor at the end of the course, based on each student's level of preparation and active contributions to whole group discussion (5%). The tutor will allocate a mark of 5% (excellent); 2.5% (satisfactory to good) or 1% (unsatisfactory). 0% will be awarded for failure to attend tutorials.

The rationale for the above is to promote active participation in tutorials, rather than passive note-taking. This assessment focuses on learning outcomes 1, 2 and 3, as well as the graduate attribute of effective oral communication.

2. **Tutorial quizzes (5% of final mark):** Four tutorial quizzes will be conducted during the course, on the following topics –
  - a) Acute inflammation and injury (to be held during tutorial 3 on 18/8/09);
  - b) Chronic inflammation and repair (to be held during tutorial 6 on 8/9/09);
  - c) Vascular diseases (to be held during tutorial 8 on 29/9/09);
  - d) Neoplasia (to be held during tutorial 10 on 13/10/09).

Feedback will be provided by tutors following each quiz, and model answers will be made available via the eLearning Vista module. Students who do not attend the

tutorial in which the quiz is held will receive 0% for that quiz, unless they have a valid medical certificate.

### ***Media assignment***

This assignment focuses on learning outcome 4, as well as the following graduate attributes:

- Information acquisition, evaluation and synthesis;
- Effective communication in both oral and written formats;
- Collaborative learning within peer groups;
- Research inquiry and reflective practice as a 'researcher'.

### **The Task**

One of the advantages of studying Pathology – whether or not you intend to pursue a related career – is that you will be able to evaluate critically the ways in which disease is presented in the media. In this assignment, you will need to choose a topic presented during the past year. The media release must discuss at least one of the following issues:

- 1) An outbreak, epidemic, or increased incidence of a disease;
- 2) The link between a disease and predisposing factors, such as genetic inheritance or environmental exposure (e.g. diet, pollution);
- 3) A new or controversial screening test, diagnostic tool or treatment.

From your chosen topic, clearly establish a relevant issue and develop a clearly focused research question.

### **The Purpose**

One purpose of this assignment is to give you the opportunity to assume the role of a 'Researcher in Pathology'. This resulting report will demonstrate your:

- 1) Understanding of the topic
- 2) Understanding of relevant aspects of the disease and underlying mechanisms
- 3) Clarity of expression and whether the questions posed in the assignment are directly addressed
- 4) Ability to access the current biomedical literature to gain further information and utilise this in support of an argument
- 5) Understanding and correct use of references in the report and provision of an appropriate reference list

### **The Assignment Structure and Format**

You will then need to research the following questions:

**Section 1:** Basic disease information (you may use textbooks for this section) – This section should be approximately 500 words in length.

- 1.1 What is known about the aetiology of this disease (what causes it)?
- 1.2 What is known about the pathogenesis of this disease (what are the mechanisms and events involved in its development)?
- 1.3 How is this disease usually diagnosed?
- 1.4 How is this disease usually treated?

**Section 2:** Using current research you will need to select **TWO** relevant peer-reviewed journal articles and write an annotated bibliography for each. (These summaries should be approximately 300 words each). Please refer to additional materials available on WebVista about the structure of an annotated bibliography.

**Section 3:** Evaluate the nature of the information presented in both the media release and the journal articles you have researched- This section should be approximately 400 words in length.

- 3.1 What are the strength and weaknesses of each of these communication styles?
- 3.2 Why are these communication styles relevant?
- 3.3 How can you utilize this understanding to inform your ongoing academic research?

**The DUE DATE is Friday 25<sup>th</sup> September 2009 (the end of week 10) NO LATER THAN 4:30pm.** This assignment will be submitted electronically as a Word file via eLearning Vista, and will be subject to a check for plagiarism using Turnitin software.

The cover sheet electronically and should clearly state:

- Your name;
- Your student number;
- Your tutor's name;

### **Late submission**

Other than in *exceptional*\* circumstances, **late submissions will attract a penalty of 10% of the total mark per day or part thereof.** Thus, submission on Monday 29<sup>th</sup> September would attract a 30% penalty. Keeping to a deadline is part of the assessment.

\*You have missed at least 3.5 weeks of university during the period of the assignment AND you have documents to this effect AND you have notified the course convener (Dr Polly) in writing at least 2 weeks prior to submission that this was likely.

All assignments are to be written individually, although you are free to share resources with other students. The submission should be no more than 2,000 words. It may contain diagrams where relevant.

Assignments will be marked according to criteria presented within The Scientific Literacy Workshop. Please note that **the marking criteria can be found on WebVista for PATH2201 / PATH2202.**

### ***End of course examination***

Students will complete a two-hour written examination at the end of semester that will contribute 55% of their overall mark. This will comprise **five** short-answer / essay style questions, one of which will be based on the practical component of the course. Some questions may have two or three parts.

The short answer questions vary in style, but are intended to provide you with the opportunity to demonstrate your understanding of the topic and your ability to integrate ideas. This assessment focuses on learning outcomes 1, 2 and 3, as well as the graduate attribute of effective written communication.

**In order to sit the end of course exam, students must attend at least 80% of the Practicals (Histopathology Sessions and Museum Sessions for PATH2201); or 80% of the Clinicopathological Correlation Practicals (PATH2202). Students who do not meet this requirement must contact Dr Patsie Polly (Patsie.Polly@unsw.edu.au) in order to discuss their eligibility to sit the exam.**

***Sample end of course examination (2004)***

**Question 1**

A 40 year-old man develops recurrent epigastric pain, worse after meals. Endoscopy reveals that the man has a gastric ulcer and *Helicobacter pylori* infection.

- a) Describe the pathogenesis of this disease (10)
- b) Describe the morphological (macroscopic and microscopic) features of peptic ulcer disease (10)
- c) How would a pathologist have distinguished between a peptic ulcer and an ulcerated gastric adenocarcinoma? (5).

**Question 2**

A 60 year-old man suffers a fatal pulmonary embolus after hip replacement surgery.

- a) What risk factors might this man have had for pulmonary embolism? (10)
- b) Why might the embolus have been fatal? (5)
- c) What are the other possible outcomes of deep vein thrombosis? (10)

**Question 3**

A 15 year old boy fractures his humerus whilst playing rugby.

- a) Explain how, under normal circumstances, bone healing would occur (10)
- b) List 5 factors that could impair bone healing (5)
- c) What are the possible complications of a compound (open) fracture? (10)

**Question 4**

- a) Compare and contrast the histological appearance of a normal coronary artery with that of an atherosclerotic coronary artery (15)
- b) Compare and contrast the histological appearance of normal cardiac muscle with that of infarcted cardiac muscle (at various stages of infarction) (10)

## Academic honesty and plagiarism

### What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.\*

Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:

[www.lc.unsw.edu.au/plagiarism](http://www.lc.unsw.edu.au/plagiarism)

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

\* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle  
 † Adapted with kind permission from the University of Melbourne.

The School of Medical Sciences will not tolerate plagiarism in submitted written work.

The University regards this as academic misconduct

<https://my.unsw.edu.au/student/academiclife/assessment/AcademicMisconductStudentMisconduct.html>

and imposes severe penalties. Evidence of plagiarism in submitted assignments, etc. will be thoroughly investigated and may be penalised by the award of a score of zero for the assessable work. Flagrant plagiarism will be directly referred to the Division of the Registrar for disciplinary action under UNSW rules.

The attention of students is drawn to the following extract from the above website:

*"The basic principles are that you should not attempt to pass off the work of another person as your own, and it should be possible for a reader to check the information and ideas that you have used by going to the original source material. Acknowledgment should be sufficiently accurate to enable the source to be located speedily."*

*"The following are some examples of breaches of these principles:*

- a) Quotation without the use of quotation marks. It is a serious breach of these rules to quote another's work without using quotation marks, even if one then refers to the quoted source. The fact that it is quoted must be acknowledged in your work.*
- b) Significant paraphrasing, e.g., several sentences, or one very important sentence, which in wording are very similar to the source. This applies even if the source is mentioned, unless there is also due acknowledgment of the fact that the source has been paraphrased.*
- c) Unacknowledged use of information or ideas, unless such information or ideas are commonplace.*
- d) Citing sources (e.g., texts) which you have not read, without acknowledging the 'secondary' source from which knowledge of them has been obtained."*

Appropriate citation of sources therefore includes surrounding any directly quoted text with quotation marks, with block indentation for larger segments of directly-quoted text. The preferred format for citation of references is an author-date format with an alphabetically arranged bibliography at the end of the assignment. Note that merely citing textbooks or website URLs is unlikely to yield a bibliography of satisfactory standard. ***The internet should be avoided as a primary source of information.*** Inclusion of appropriate journal articles, both primary research publications and reviews, is usually expected.

**INTEGRATED TIMETABLE 2009****PATH2201 Processes in Disease (Semester 2)****PATH2202 Processes Disease for Health and Exercise Science (Semester 2)****NOTE:**

1. Changes in the timetable will be announced on the WebCTVista
2. Activity appears next to Time: L=Lecture; T=Tutorial; P=Practical; W=Workshop
3. The content for this course has a 12 weeks in 13' structure

<i>Week</i>	<i>Day</i>	<i>Date</i>	<i>Time</i>	<i>Location</i>	<i>Lecturer</i>	<i>Topic</i>
<b>2</b>	Mon	27/7	3 L	Biomed C	Polly	<i>Introduction to the course Pathology in context</i>
			4 L	Biomed C	Hawkins	<i>Concepts and classification of disease</i>
	Tue	28/7	1-5 W	Museum/ G2/G4	<i>Polly/ Champion</i>	<i>Path museum and its use. Using our web site and what is on it; tutorial and practical group allocation.</i>
<b>3</b>	Mon	3/8	3 L	Biomed C	Kumar	<i>Responses to injury</i>
			4 L	Biomed C	Jones/Polly	<i>Science Writing Literacy I; Workshop: Media Assignment</i>
	Mon	3/8	5-7 W	Biomed C	Jones/Polly	<i>Workshop</i>
	Tue	4/8	1-3 T	<i>See allocation</i>	<i>See allocation</i>	<i>Tutorial 1: Classification of disease and response to injury</i>
			3-5 P	Museum G2/G4  106/108	Van Es vanVliet Kumar  Champion	<b><u>Practical 1 PATH2201</u></b> <i>Group A: Museum session I (Introduction to macroscopic specimens)</i> <i>Group B: Histopathology session I (Introduction to histopathology using virtual microscopy)</i>  <b><u>Practical 1 PATH2202</u></b> <i>Clinicopathological Correlation I (Introduction)</i>
<b>4</b>	Mon	10/8	3 L	Biomed C	Velan	<i>Acute inflammation</i>
			4 L	Biomed C	Velan	<i>Appendicitis</i>
	Tue	11/8	1-3 T	<i>See allocation</i>	<i>See allocation</i>	<i>Tutorial 2: Acute inflammation I: Appendicitis</i>
			3-5 P	G2/G4 Museum  106/108	Kumar Van Es vanVliet  Champion	<b><u>Practical 2 PATH2201</u></b> <i>Group A: Histopathology session I (Introduction to histopathology using virtual microscopy)</i> <i>Group B: Museum session I (Introduction to macroscopic specimens)</i>  <b><u>Practical 2 PATH2202</u></b> <i>Clinicopathological Correlation II (Acute Inflammation; Appendicitis)</i>
<b>5</b>	Mon	17/8	3 L	Biomed C	Champion	<i>Pneumonia as an example of acute inflammation</i>
			4 L	Biomed C	Jones/Polly	<i>Science Writing Literacy II</i>
	Tue	18/8	1-3 T	<i>See allocation</i>	<i>See allocation</i>	<i>Tutorial 3: Acute inflammation II: Pneumonia – Quiz 1</i>

			3-5 P	Museum G2/G4	Van Es vanVliet Kumar	<b><u>Practical 3 PATH2201</u></b> <i>Group A: Museum session II (Acute inflammation)</i> <i>Group B: Histopathology session II (Acute inflammation)</i>
				106/108	Champion	<b><u>Practical 3 PATH2202</u></b> <i>Clinicopathological Correlation III (Acute Inflammation; Pneumonia)</i>
<b>6</b>	Mon	24/8	3 L	Biomed C	Davenport	<i>Immune system ("acquired" defences)</i>
			4 L	Biomed C	Kumar	<i>Chronic inflammation I</i>
	Tue	25/8	1-3 T	See allocation	See allocation	<i>Tutorial 4: Chronic inflammation I: Peptic ulceration</i>
			3-5 P		Kumar	<b><u>Practical 4 PATH2201</u></b> <i>Group A: Histopathology session II (Acute inflammation)</i>
				G2/G4	Van Es vanVliet	<i>Group B: Museum session II (Acute inflammation)</i>
					Champion	<b><u>Practical 4 PATH2202</u></b> <i>Clinicopathological Correlation IV (Chronic Inflammation; Peptic ulcer)</i>
				106/108		
<b>7</b>	Mon	31/8	3 L	Biomed C	Kumar	<i>Chronic inflammation II</i>
			4 L	Biomed C	Tedla	<i>Healing and repair</i>
	Tue	1/9	1-3 T	See allocation	See allocation	<i>Tutorial 5: Chronic inflammation II: Tuberculosis</i>
			3-5 P			
				Museum	Van Es vanVliet Kumar	<b><u>Practical 5 PATH2201</u></b> <i>Group A: Museum session III (Chronic inflammation)</i> <i>Group B: Histopathology session III (Chronic inflammation)</i>
				G2/G4		
				106/108	Champion	<b><u>Practical 5 PATH2202</u></b> <i>Clinicopathological Correlation V (Chronic Inflammation; Tuberculosis)</i>

**Midsession Break 05/09/2009-13/09/2009**

<b>8</b>	Mon	14/9	3 L	Biomed C	Dziegielews ki/	<i>Thrombosis, embolism and infarction I</i>
			4 L	Biomed C	Champion	<i>Thrombosis, embolism and infarction II</i>
	Tue	15/9	1-3 T	See allocation	See allocation	<i>Tutorial 6: Healing and repair: Appendectomy wound – Quiz 2</i>
			3-5 P		Kumar	<b><u>Practical 6 PATH2201</u></b> <i>Group A: Histopathology session III (Chronic inflammation)</i>
				G2/G4	Van Es vanVliet	<i>Group B: Museum session III (Chronic inflammation)</i>
				Museum		
				106/108	Champion	<b><u>Practical 6 PATH2202</u></b> <i>Clinicopathological Correlation VI (Healing and Repair; Osteomyelitis, fractured tibia)</i>

<b>9</b>  <b>Formative on-line assessment available Mon 14/9 at 9am (week 1/4)</b>	Mon	21/9	3 L	Biomed C	<i>Kumar</i>	<i>Atherosclerosis</i>
	Tue	22/9	4 L 1-3 T	Biomed C See allocation	<i>van Vliet</i> <i>See allocation</i>	<i>Abnormal growth</i> <i>Tutorial 7: Venous thrombosis (Post-operative Deep Vein Thrombosis - DVT)</i>
			3-5 P	Museum G2/G4	Van Es vanVliet Kan	<b><u>Practical 7 PATH2201</u></b> <i>Group A: Museum session IV (Vascular disease)</i> <i>Group B: Histopathology session IV (Vascular disease)</i>
				106/108	Champion	<b><u>Practical 7 PATH2202</u></b> <i>Clinicopathological Correlation VII (Vascular Disease; Post-operative Deep Vein Thrombosis (DVT))</i>
<b>10</b>  <b>Formative on-line assessment available (week 2/4)</b>  <b>Essay due 4:30pm Friday 25/9</b>	Mon	28/9	3 L	Biomed C	<i>Hawkins</i>	<i>Neoplasia I</i>
			4 L	Biomed C	<i>Hawkins</i>	<i>Neoplasia II</i>
	Tue	29/9	1-3 T	See allocation	<i>See allocation</i>	<i>Tutorial 8: Atherosclerosis : Peripheral vascular disease and Myocardial infarction – Quiz 3</i>
			3-5 P	G2/G4 Museum 106/108	Kan Van Es vanVliet Champion	<b><u>Practical 8 PATH2201</u></b> <i>Group A: Histopathology session IV (Vascular disease)</i> <i>Group B: Museum session IV (Vascular disease)</i> <b><u>Practical 8 PATH2202</u></b> <i>Clinicopathological Correlation VIII (Peripheral vascular disease; Diabetes)</i>

<b>11</b>	Mon	5/10	Public Holiday-Labour Day			
<b>Formative on-line assessment available (week 3/4)</b>	Tue	6/10	1-3 T	See allocation	See allocation	Tutorial 9: Disorders of growth I (Colonic masses)
			3-5 P	Museum G2/G4	Van Es vanVliet Kan	<b><u>Practical 9 PATH2201</u></b> Group A: Museum session V (Disorders of growth) Group B: Histopathology session V (Disorders of growth)
				106/108	Champion	<b><u>Practical 9 PATH2202</u></b> Clinicopathological Correlation IX (Disorders of growth; Colon cancer)
<b>12</b>	Mon	12/10	3 L	Biomed C	Dziegielews ki/ Champion	Examples of common malignant tumours I
<b>Formative on-line assessment available (week 4/4)</b>			4 L	Biomed C		Examples of common malignant tumours II
	Tue	13/10	1-3 T	See allocation	See allocation	Tutorial 10: Disorders of growth II (Breast lumps) – <b>Quiz 4</b>
<b>Formative on-line assessment to be removed from web at 4pm on Friday October 16th</b>			3-5 P	G2/G4	Kan	<b><u>Practical 10 PATH2201</u></b> Group A: Histopathology session V (Disorders of growth)
				Museum	Van Es vanVliet	<b>Group B:</b> Museum session V (Disorders of growth)
				106/108	Champion	<b><u>Practical 10 PATH2202</u></b> Clinicopathological Correlation X (Disorders of growth; Breast cancer)
<b>13</b>	Mon	19/10	3 L	Biomed C	Kumar	Diabetes
	Tue	20/10	4 L	Biomed C	Polly	'Feedback'
			1-3 T	See allocation	See allocation	Tutorial 11: Revision/Feedback
			3-5 P	G2/G4	Kan	<b><u>Practical 11 PATH2201</u></b> Group A/B: Histopathology session VI (Revision)
				Museum	Van Es vanVliet	Group A/B: Museum session VI (Revision)
				106/108	Champion	<b><u>Practical 11 PATH2202</u></b> Clinicopathological Correlation XI (Revision)

## Resources for students

You are expected to acquire the following text:

*Basic Pathology*, 8th Ed. V. Kumar, R. Cotran & S Robbins (2007). Saunders & Co.

Students wishing to study the molecular biology or clinical features of diseases in greater depth might consider the purchase of the following text:

*Robbins and Cotran Pathologic Basis of Disease*. 8<sup>th</sup> edition. Ed. V. Kumar, A.K. Abbas & N. Fausto. (2009) Elsevier Saunders.

## Additional learning resources

The PATH2201 / PATH2202 Student Manual clearly outlines the learning objectives for each tutorial topic and practical class. Although these learning objectives may not all be covered within a particular class it is imperative that you address each of these issues during your own period of study and revision. Trial exam questions are included where appropriate, so that you can assess your own progress by answering the question pertaining to the relevant topic at the end of each week.

The Pathology Manual contains a large amount of valuable information that will facilitate your study. In particular you should become familiar with the Glossary of Terms and the Table of Reference Ranges in Pathology.

In addition, there are many resources available on the web, which vary from simple patient information brochures to on-line pathology courses to information on the latest research. Some general sites you may find useful are:

Centre for Disease Control (see especially 'health topics A-Z')

<http://www.cdc.gov/>

University of Utah (tutorials and images on many of the topics covered)

<http://library.med.utah.edu/WebPath/webpath.html>

Medline Plus ('health topics' index of diseases with information)

<http://www.nlm.nih.gov/medlineplus/healthtopics.html>

## PATH2201 / PATH2202 eLearning Vista Module

Students enrolled in PATH2201 / PATH2202 will be able to access the timetable, lecture notes and related information via WebVista on the following link:

<http://vista.elearning.unsw.edu.au/>

## PATH 2201 / PATH2202 Student Manual

### Guide to the practical classes

Practical classes, Museum study sessions and tutorials in Processes in Disease are aimed at amplifying and extending your understanding of the topics gleaned from attendance at lectures and reading of the recommended text, as well as correcting any misconceptions. Hence, adequate preparation and active participation are essential.

Practical classes will reinforce the clinicopathological correlations involved with each topic. They are intended to help you to acquire the ability to recognize the macroscopic and microscopic features of pathology specimens and to relate the pathology to clinical application. The format of each practical class will be at the discretion of the tutor.

Macroscopic “pots” will be generally used in conjunction with projected microscopic slides, x-rays and other materials.

Any student experiencing difficulty with the course should discuss this either with the Convener of PATH2201, Dr Polly, the School’s Grievance Officer, Dr P Pandey, or the Head of School, Professor Nick Hawlins.

### The Museum of Human Disease

The Donald Wilhelm Museum of Human Disease is located on the ground floor of the Samuels Building (Building F25). Originally located on the 5<sup>th</sup> floor of the Wallace Wurth Building, it was established by Professor Donald Wilhelm, the Foundation Professor of Pathology at this university. Thanks to his foresight, and to the tireless efforts of Dr G. Higgins (the Museum Curator until 2004), the Museum has been meticulously maintained and updated over the years to reflect the changing patterns of disease in our society. The Museum contains over 2,700 specimens (or “pots”), which display diseased human tissue at the macroscopic level, usually preserved in formalin. Specimens are obtained both from organs removed surgically and from tissue obtained at autopsy, where the natural history of disease is in full view. **Please take note that some specimens of diseases which have become rare, e.g. diphtheria, are over 60 years old, and are irreplaceable.** Each specimen is numbered and is accompanied by a clinical history (when known), a macroscopic description of the abnormalities displayed, and a histopathological description of changes at the microscopic level (where relevant). That information, specific to each of thirty areas (or “bays”), can be found in the Museum catalogues located in a bracket within each bay.

All the specimens in the museum are arranged in one or other of two major groups. One group comprises collections of specimens according to pathological processes such as congenital, inflammation and healing, vascular, neoplasia etc. The second group comprises collections of specimens under organ systems, such as cardiovascular, central nervous, renal etc. As responsible adults, we expect you to maintain decorum in the Museum, behave with care and respect for the integrity of the specimens, and help to keep the Museum tidy at all times. This means no eating or drinking in the Museum, and always returning specimens and catalogues to their allocated places. **Do not shake the pots!** This activity conveys no useful information, but often damages the specimens. If you discover that a specimen is leaking or broken, follow the instructions listed in the safety notice below. **Remember that the Museum is a precious learning resource, of which you are encouraged to make full use.**

*Security in the museum*

**It is a crime under the Human Tissue Act to steal or mistreat material preserved in the Museum or practical class laboratories. Anyone who contravenes the Act will be prosecuted.**

In order to protect the collection of specimens, access to the Museum is restricted for students in 3rd and 4th Year Medicine and PATH2201 / PATH2202 during weekdays from 8 a.m. to approximately 8 p.m. The Museum is security locked, and can only be entered by using your student card to enable the doors to be opened. Mr Lansdown, Ms Cato and Mr Mitchell play a supervisory role during office hours.

The Museum and practical class laboratories are under constant electronic surveillance.

*Safety in the museum*

- Always handle museum specimens with care and respect. All specimens consist of generously donated human tissue.
- The specimens are preserved in fixative solutions which contain a variety of toxic compounds:

Chemical	Percentage Composition
Glycerol	1.6 (v/v)
Saturated Camphor in Ethanol	0.16 (v/v)
Sodium Acetate	0.08 (w/v)
Formalin	0.16 (v/v)
Sodium Dithionate	0.25 (w/v)

- For reasons of hygiene, never take food or drink into the museum.
- Never leave a museum specimen on the floor, or in any precarious position.
- If a specimen is leaking, turn it upside down to prevent further leakage, then immediately inform Mr Alan Mitchell or a member of academic staff.
- If a specimen is broken, do not attempt to wipe up the spillage. Use the kitty litter provided in the central cupboards to absorb the fumes, then clear the area and immediately inform Mr Alan Mitchell or a member of academic staff.
- Remember that the museum is here for your benefit - your cooperation in maintaining neatness and safety at all times is appreciated.
- For more information on matters related to occupational and health safety policies of the UNSW visit the following web site.

[http://www.hr.unsw.edu.au/ohswc/ohs/ohs\\_home.html](http://www.hr.unsw.edu.au/ohswc/ohs/ohs_home.html)

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equity and Diversity Unit (9385 4734 or <https://my.unsw.edu.au/student/atoz/Disability.html>). Issues to be discussed may include access to materials, note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made. Information on designing courses and course outlines that take into account the needs of students with disabilities can be found at:

[www.secretariat.unsw.edu.au/acboardcom/minutes/coe/disabilityguidelines.pdf](http://www.secretariat.unsw.edu.au/acboardcom/minutes/coe/disabilityguidelines.pdf)

## Continual course improvement

Student evaluative feedback on the course is gathered each year using UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

### Administrative Matters

You may also meet the following members of the School support staff during the course of the year:

#### Ms Soo Han Chup

Position: Administrative Officer  
 Location: Administrative Wing, Room MG14, Ground floor Wallace Wurth Building  
 Phone: 9385 2528

Ms Chup is responsible for the distribution of Pathology manuals and Images of Disease CD-ROMs to students, and will assist in arranging interviews with academic staff within the Department.

#### Ms Carmen Robinson

Position: Teaching Administrative Assistant/Student Advisor  
 Location: Administrative Wing, Room MG14, Ground floor Wallace Wurth Building  
 Phone: 9385 2464  
 e-mail: Carmen.Robinson@unsw.edu.au

Ms Robinson is responsible for general administration and student support within the School of Medical Sciences.

#### Ms Jessica Hu

Position: SoMS Web Manager  
 Location: Administrative Wing, Room MG14, Ground floor Wallace Wurth Building  
 Phone: 9385 8195  
 e-mail: Jessica.Hu@unsw.edu.au

Ms Hu Chup is responsible for the maintains materials uploaded to e-learning WebVista. Please contact Ms Hu if you have any inquiries related to PATH2201/PATH2202 materials uploaded to this site including lectures, assignments, timetables and communications.

#### Mr Gavin Mackenzie

Position: Technical Officer  
 Location: Room M101, Wallace Wurth Building

Mr Mackenzie is responsible for the production and distribution of histopathology slides for use in practical classes.

#### Mr Robert Lansdown

Position: Museum Manager  
 Location: Room G04 Ground Floor Samuels Building, Building F25

Mr Lansdown provides support for all undergraduate teaching programs. He plays a major role in broadening the use of the Museum of Human Disease by supervising an integrated learning program for senior high school students and community interest groups. Mr Lansdown co-ordinates a network of volunteers, who assist with the supervision of visitors from outside the University.

#### Mr Alan Mitchell

Position: Museum Technical Officer  
 Location: Room G06 Ground Floor Samuels Building, Building F25

Mr Mitchell is responsible for the mounting and maintenance of Pathology Museum specimens, both on campus and in the associated teaching hospitals. Contact Mr Mitchell immediately if there are any broken or leaking specimens in the Museum.