



**UNSW**  
A U S T R A L I A

Medical Sciences  
Medicine

**PATH2202**  
**PROCESSES IN DISEASE FOR HEALTH  
AND EXERCISE SCIENCE**

SEMESTER 2, 2015

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Please read this manual/outline in conjunction with the following pages on the [School of Medical Sciences website](#):

- [Advice for Students](#)
- [Learning Resources](#)

(or see "STUDENTS" tab at [medicalsciences.med.unsw.edu.au](http://medicalsciences.med.unsw.edu.au) )

# Faculty of Medicine - Course Outline

## 1. Information about the Course

NB: Some of this information is available on the [UNSW Handbook](#)<sup>1</sup>

<b>Year of Delivery</b>	2015
<b>Course Code</b>	PATH2202
<b>Course Name</b>	Processes in Disease for Health and Exercise Science
<b>Academic Unit</b>	School of Medical Sciences
<b>Level of Course</b>	Stage 2, Undergraduate
<b>Units of Credit</b>	6 UOC
<b>Session(s) Offered</b>	Semester 2
<b>Assumed Knowledge, Prerequisites or Co-requisites</b>	ANAT1551 and BIOC2181 and PHSL2501 <i>(Some lectures will include histological images. Students are encouraged to develop an understanding of basic Histology, prior to commencing the course)</i>
<b>Hours per Week</b>	4-5 hour
<b>Number of Weeks</b>	13 weeks
<b>Commencement Date</b>	30 <sup>th</sup> Jul 2015

Summary of Course Structure (for details see 'Course Schedule')				
Component	HPW	Time	Day	Location
Lectures	2	9-11 am	Thu	Rex Vowels
Tutorials	1	12-1 pm or 1-2 pm	Thu	TBA
Laboratory	1-2	3-5 pm	Tue	G08 or G16/G17
<b>TOTAL</b>	4-5			
<b>Special Details</b>	N/A			

<sup>1</sup> UNSW Online Handbook: <http://www.handbook.unsw.edu.au>

## 2. Staff Involved in the Course

Staff	Name	Contact Details
<b>Course Convenor (PATH2202)</b>	Dr Cristan Herbert	Room 417, level 4 east Wallace Wurth Building (02) 9385 8679 <a href="mailto:C.Herbert@unsw.edu.au">C.Herbert@unsw.edu.au</a>
<b>Course Co-Convenor (PATH2202)</b>	Dr Patsie Polly	(02) 9385 2924 <a href="mailto:Patsie.Polly@unsw.edu.au">Patsie.Polly@unsw.edu.au</a>
<b>Additional Teaching Staff</b>	Lecturers & Facilitators	A/Prof Gary Velan (02) 9385 1278 <a href="mailto:G.Velan@unsw.edu.au">G.Velan@unsw.edu.au</a>
		Prof Rakesh Kumar (02) 9385 2535 <a href="mailto:R.Kumar@unsw.edu.au">R.Kumar@unsw.edu.au</a>
		A/Prof Nicodemus Tedla (02) 9385 2919 <a href="mailto:N.Tedla@unsw.edu.au">N.Tedla@unsw.edu.au</a>
		Dr Betty Kan (02) 9385 8292 <a href="mailto:B.Kan@unsw.edu.au">B.Kan@unsw.edu.au</a>
		Dr Christine Van Vliet (02) 9385 1620 <a href="mailto:C.VanVliet@unsw.edu.au">C.VanVliet@unsw.edu.au</a>
		Ms Gwyn Jones (02) 9385 3394 <a href="mailto:Gwyn.Jones@unsw.edu.au">Gwyn.Jones@unsw.edu.au</a>
	Tutors & Demonstrators	TBA
<b>Administration Staff</b>	Administrative Officer	Ms Soo Han Chup (02) 9385 2528 <a href="mailto:SooHan.Chup@unsw.edu.au">SooHan.Chup@unsw.edu.au</a>
	Teaching Administrative Assistant/Student Advisor	Ms Carmen Robinson (02) 9385 2464 <a href="mailto:Carmen.Robinson@unsw.edu.au">Carmen.Robinson@unsw.edu.au</a>
	Student Administrative Officer	Mr Ryan Ling (02) 9385 8301 <a href="mailto:Ryan.Ling@unsw.edu.au">Ryan.Ling@unsw.edu.au</a>
	Museum Manager	Mr Derek Williamson (02) 9385 2190 <a href="mailto:Derek.Williamson@unsw.edu.au">Derek.Williamson@unsw.edu.au</a>
<b>Consultations</b>		
<b>Academic and Administrative Inquiries</b>	For administrative and general inquiries related to your attendance or the content and conduct of the course, students enrolled in PATH2202 should consult Dr Herbert by email ( <a href="mailto:C.Herbert@unsw.edu.au">C.Herbert@unsw.edu.au</a> ) copied to Dr Polly ( <a href="mailto:Patsie.Polly@unsw.edu.au">Patsie.Polly@unsw.edu.au</a> ). Students wishing to see their tutors or other members of staff should call the School of Medical Sciences office to make an appointment.	
<b>Email Etiquette</b>	When emailing staff, ensure the subject line begins with PATH2202, followed by the subject of the message (e.g., PATH2202 Media assignment).  Students are advised that email is the official means by which the School of Medical Sciences at UNSW will communicate with you. All emails will be sent to your official UNSW email address (e.g., <a href="mailto:z1234567@student.unsw.edu.au">z1234567@student.unsw.edu.au</a> ), otherwise 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 IT Service Centre 9385 1333.	

### 3. Course Details

<p><b>Course Description<sup>2</sup></b> (<a href="#">Handbook Entry</a>)</p>	<p>Lectures, tutorials and clinicopathological study sessions aimed at increasing understanding of important disease processes. Comparisons between normal and abnormal cell, tissue and organ function will be made. These include processes of cell and tissue degeneration, acute and chronic inflammation, regeneration and repair, infection, atherosclerosis, thrombosis, embolism and infarction. Particular examples include diseases of practical importance such as pneumonia, tuberculosis, pulmonary embolism and myocardial infarction. Examples of common tumours will be introduced to demonstrate aberrations of cell growth and neoplasia.</p> <p>PATH2202 is a 6 UOC course, which is available in Semester 2 only. This course is a prerequisite for Stage 3 courses offered by the Department of Pathology, for which a major in Pathology is available. Please see the UNSW online handbook for details. PATH2202 is suitable for students who plan a career in research, hospital based laboratory work, and professions in the health sciences.</p>
<p><b>Course Aims<sup>3</sup></b></p>	<p>PATH2202 Processes in Disease for Health and Exercise Science has 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 course is to introduce students to the scientific approach to the study of disease.</p> <p>The aims of the course are to:</p> <ol style="list-style-type: none"> <li>1. Understand the pathological processes that underlie common human diseases.</li> <li>2. 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.</li> <li>3. Introduce students to the terminology of pathology, in order to facilitate communication in future health-related education, research or clinical practice.</li> <li>4. Provide a basis for understanding and interpretation of clinical scenarios students may encounter in future practice.</li> <li>5. 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.</li> </ol>
<p><b>Student Learning Outcomes<sup>4</sup></b></p>	<p>At the completion of this course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the causes, pathogenic mechanisms, macroscopic and microscopic appearances and clinical consequences of common diseases affecting humans.</li> <li>2. Outline the causes, mechanisms and consequences of the following pathological processes:             <ol style="list-style-type: none"> <li>a. Acute inflammation</li> <li>b. Chronic inflammation and repair</li> <li>c. Vascular disease</li> <li>d. Neoplasia</li> </ol> </li> <li>3. Apply knowledge of pathological processes to common examples of specific human diseases, which include:             <ol style="list-style-type: none"> <li>a. Acute appendicitis</li> <li>b. Pneumonia</li> <li>c. Tuberculosis</li> </ol> </li> </ol>

<sup>2</sup> UNSW Handbook: <http://www.handbook.unsw.edu.au>

<sup>3</sup> [Learning and Teaching Unit: Course Outlines](#)

<sup>4</sup> [Learning and Teaching Unit: Learning Outcomes](#)

	<ul style="list-style-type: none"> <li>d. Peptic ulcer disease</li> <li>e. Atherosclerosis</li> <li>f. Thromboembolism</li> <li>g. Myocardial infarction</li> <li>h. Colorectal carcinoma</li> <li>i. Breast carcinoma</li> </ul> <p>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.</p> <p>5. Develop awareness of personal perspective and professional skills, and establish evidence of these skills in the form of an online portfolio (ePortfolio).</p> <p>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.</p> <p>Learning outcomes 1-3 will be assessed via Formative Online Assessment, Tutorial Quizzes, as well as an end of course examination. Learning outcome 4 is achieved through the Scientific Writing Literacy Workshop and assessed via the Media Assignment. Learning outcome 5 is achieved through the use of a WordPress ePortfolio. Refer to Assessment section for further details.</p>
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**Graduate Attributes Developed in this Course<sup>5</sup>**

Science Graduate Attributes <sup>5</sup>	Select the level of FOCUS <i>0 = NO FOCUS 1 = MINIMAL 2 = MINOR 3 = MAJOR</i>	Activities / Assessment
Information acquisition, evaluation and synthesis	<b>3</b>	<ul style="list-style-type: none"> <li>• Lectures, tutorials and practicals</li> <li>• Media Assignment</li> <li>• Tutorial Quizzes</li> <li>• ePortfolio</li> </ul>
Research, inquiry and analytical thinking abilities	<b>3</b>	<ul style="list-style-type: none"> <li>• Media Assignment</li> <li>• Formative Online Assessment</li> <li>• ePortfolio</li> </ul>
Communication	<b>2</b>	<ul style="list-style-type: none"> <li>• Media Assignment</li> <li>• Tutorials</li> <li>• Tutorial Quizzes</li> <li>• ePortfolio</li> </ul>
Teamwork, collaborative and management skills	<b>2</b>	<ul style="list-style-type: none"> <li>• Tutorials</li> <li>• Tutorial Quizzes</li> </ul>

<sup>5</sup>Contextualised Science Graduate Attributes: <http://www.science.unsw.edu.au/our-faculty/science-graduate-attributes>

<b>Major Topics (Syllabus Outline)</b>	<p>The major topics of this course are:</p> <ul style="list-style-type: none"> <li>• Acute inflammation</li> <li>• Chronic inflammation and repair</li> <li>• Vascular disease</li> <li>• Neoplasia</li> </ul>
<b>Relationship to Other Courses within the Program</b>	<p><b>PATH2202</b> is a Stage 2 course in the Health and Exercise Science Program. It builds upon core Stage 1 subjects in Anatomy, Biochemistry, and Physiology by presenting lectures, tutorials, museum/case study sessions aimed at increasing understanding of important disease processes. There will be particular emphasis on clinical correlation with disease processes and the application of this knowledge in the discipline of Health and Exercise Science, especially as it relates to management and assessment of patients in rehabilitative therapy.</p>

#### 4. Rationale and Strategies Underpinning the Course

<b>Teaching Strategies and Rationale for learning and teaching in this course<sup>6</sup></b>	<p>The course employs a variety of teaching modes in order to facilitate your learning:</p> <ol style="list-style-type: none"> <li>1. A <b>collaborative, team-based approach to learning</b>. It is anticipated that students will have an enhanced learning experience through the use of peer teaching and team quizzes. You are also encouraged to utilise your allocated teams as study groups.</li> <li>2. <b>Lectures</b> introduce you to pathological processes, as well as specific examples of those processes affecting organs and tissues.</li> <li>3. <b>Tutorials</b> centred on team-based learning activities, are designed to extend and amplify your understanding of lecture material, in an interactive format. You are encouraged to clarify any difficulties regarding the concepts discussed.</li> <li>4. <b>PATH2202</b> Clinicopathological correlation practical classes employ an integrated approach to learning about disease processes with reference to specific case studies, related macroscopic and relevant microscopic specimens. Rehabilitation issues that relate to the disease process will also be addressed.</li> <li>5. A <b>Scientific Writing Literacy Workshop Series</b> aimed at fostering student graduate attributes in writing communication in science.</li> <li>6. <b>ePortfolio</b> encourages students to proactively document professional skills acquired throughout the duration of this course.</li> <li>7. Learning is supported via Moodle. Announcements, timetables, lecture slides and audio, links to online progress assessments, science writing literacy skills focus guide and other resources will be made available during the course.</li> <li>8. The 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.</li> </ol>
<b>Difference between PATH2201 and PATH2202</b>	<p>PATH2201 and PATH2202 have common lectures and weekly tutorials. The key difference between the courses is in the structure of the weekly Practical Sessions.</p> <ul style="list-style-type: none"> <li>• <b>PATH2201</b> students attend alternating weekly Histopathology Sessions and Museum Sessions.</li> <li>• <b>PATH2202</b> students attend a weekly Clinicopathological Correlation Session, which includes some Histology and Museum specimens, but with more emphasis on the clinical setting of the disease and the relevance to Exercise Physiology.</li> </ul>

<sup>6</sup>[Reflecting on your teaching](#)

## 5. Course Schedule – PATH2202 Process in Disease for Health and Exercise Science (Semester 2, 2015)

Week	Week beginning (Mon)	Practical Tuesday 3-5pm WWG08 or WWG16/G17	Lecture 1 Thursday 9-10am Rex Vowels	Lecture 2 Thursday 10-11am Rex Vowels	Tutorial Thursday 12-1 or 1-12pm See allocation
1	27/07	No practical	Introduction (Herbert/Polly)	Concepts and Classification of Disease (Velan)	No Tutorial
2	03/08	<b>Practical/Museum Induction</b>	Responses to Injury (Kumar)	Science Writing Literacy I (Media Assignment) (Jones/Polly)	No Tutorial
3	10/08	<b>Practical 1</b> Clinicopathological correlation (Introduction)	Acute Inflammation (Velan)	Appendicitis as an example of Acute Inflammation (Velan)	<b>Tutorial 1</b> Classification of Disease/Response to Injury
4	17/08	<b>Practical 2</b> Clinicopathological correlation II (Acute Appendicitis)	Pneumonia as an example of Acute Inflammation (Velan)	Science Writing Literacy II (Jones/Polly)	<b>Tutorial 2 (Quiz 1)</b> Acute Inflammation I (Appendicitis)
5	24/08	<b>Practical 3</b> Clinicopathological correlation III (Acute Bronchopneumonia)	Introduction to Immune Responses (Kumar)	Healing (Tedla)	<b>Tutorial 3</b> Acute Inflammation II (Pneumonia)
6	24/08	<b>Practical 4</b> Clinicopathological correlation IV (Osteomyelitis; Fractured Tibia)	Science Writing Literacy III (Jones/Polly)	Chronic Inflammation I (Polly)	<b>Tutorial 4 (Quiz 2)</b> Healing (Appendicectomy Wound)
Formative Online Assessment available (week 1/4)					
7	7/09	<b>Practical 5</b> Clinicopathological correlation V (Peptic Ulcer Disease)	Chronic Inflammation II (Polly)	Acquired Immunodeficiency and Hypersensitivity (Tedla)	<b>Tutorial 5</b> Chronic Inflammation I (Peptic Ulceration)
Formative Online Assessment available (week 2/4)					
8	14/09	<b>Practical 6</b> Clinicopathological correlation VI (Tuberculosis)	Thrombosis, embolism, infarction I (Velan)	Thrombosis, embolism, infarction II (Velan)	<b>Tutorial 6 (Quiz 3)</b> Chronic Inflammation II (Tuberculosis)

Week	Week beginning (Mon)	Practical Tuesday 3-5pm WWG08 or WWG16/G17	Lecture 1 Thursday 9-10am Rex Vowels	Lecture 2 Thursday 10-11am Rex Vowels	Tutorial Thursday 12-1 or 1-12pm See allocation
Formative Online Assessment available (week 3/4)					
Media Assignment due midday (12:00 pm) Monday September 21					
9	21/09	<b>Practical 7</b> Clinicopathological correlation VII (Deep Vein Thrombosis)	Diabetes (Kumar)	Atherosclerosis (Polly)	<b>Tutorial 7</b> Venous Thrombosis (Post-Operative Deep Vein Thrombosis)
Formative Online Assessment available (week 4/4)					
Mid-Semester Break 26/09/13 to 5/10/13					
10	6/10	<b>Practical 8</b> Clinicopathological correlation VIII (Ischemic Heart Disease; Diabetes)	Abnormal Growth (Van Vliet)	Neoplasia I (Kan)	<b>Tutorial 8 (Quiz 4)</b> Atherosclerosis; Peripheral Vascular Disease (Myocardial Infarction)
11	12/10	<b>Practical 9</b> Clinicopathological correlation IX (Colorectal Carcinoma)	Neoplasia II (Kan)	Inflammation and Cancer (Polly)	<b>Tutorial 9</b> Disorders of Growth I (Colonic Masses)
ePortfolio due midday (12:00 pm) Monday October 19					
12	19/10	<b>Practical 10</b> Clinicopathological correlation X (Breast Carcinoma)	Examples of common Malignant Tumours I (Kan)	Examples of common Malignant Tumours II (Kan)	<b>Tutorial 10 (Quiz 5)</b> Disorders of Growth II (Breast Lumps)
13	26/10	<b>Practical 11</b> Clinicopathological correlation XI (Revision)	Revision (Kumar)	Course Feedback (Herbert/Polly)	<b>Tutorial 11</b> Revision

TBA – To be advised

## NOTE

1. Lectures may be subject to change
2. Changes to the timetable will be announced on Moodle
3. Some of this information is available on the Online Handbook<sup>7</sup> and the UNSW Timetable<sup>8</sup>.

<sup>7</sup> UNSW Virtual Handbook: <http://www.handbook.unsw.edu.au>

<sup>8</sup> UNSW Timetable: <http://www.timetable.unsw.edu.au/>

## 6. Assessment Tasks and Feedback

Task	Knowledge & abilities assessed	% of total mark	Date of		Feedback		
			Release	Submission	WHO	WHEN	HOW
Tutorial Quizzes	<p>Knowledge of the causes, pathogenic mechanisms, macroscopic and microscopic appearances and clinical consequences of common diseases affecting humans. Development of the Teamwork graduate capability.</p> <p>Knowledge of causes, mechanisms and consequences of pathological processes, including: acute inflammation, chronic inflammation, vascular diseases and neoplasia.</p> <p>Apply knowledge of the aforementioned pathological processes to common examples of specific human diseases, including: acute appendicitis, pneumonia, tuberculosis, peptic ulcer disease, atherosclerosis, thromboembolism, myocardial infarction, colorectal carcinoma and breast carcinoma.</p>	15%	Various (See timetable)	Various (See timetable)	Tutor and online via Moodle	During tutorials	Verbally / Online
Media Assignment	Awareness of the roles of public media and scientific literature in medical/scientific research and education, and the ability to utilise and cite scientific literature at an academic standard.	20%	Aug 6	Sep 21	Assessing Tutor	Oct 16	In writing
Formative Online Assessment	Same as Tutorial Quizzes	5%	Sep 7	Oct 4		At the end of each attempt	Electronically
ePortfolio	Reflection on course content and assessments, and draw links to personal and professional development.	5%	Jul 30	Oct 19	Polly/Herbert	Oct 29	Verbally
End of course examination	Same as Tutorial Quizzes	55%	TBA	TBA			

<sup>10</sup> Approaches to assessment: <http://teaching.unsw.edu.au/assessment>

## 7. Additional Resources and Support

<p><b>Text Books</b></p>	<p>You are expected to acquire the following text: <i>Basic Pathology</i>, 9<sup>th</sup> Ed. V. Kumar, A. Abbas &amp; J. Aster (2012). Elsevier Saunders. This text is available as an e-book through the University Library:</p> <p><a href="#">Robbins Basic Pathology: Online</a></p> <p>Students wishing to study the molecular biology or clinical features of diseases in greater depth might consider the purchase of the following text: <i>Robbins and Cotran Pathologic Basis of Disease</i>. 9<sup>th</sup> Ed. V. Kumar, A.K. Abbas &amp; J. Aster. (2015). Elsevier Saunders.</p>
<p><b>Course Manual</b></p>	<p>The PATH2202 Student Manuals will be provided at the Practical/Museum Induction. 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.</p>
<p><b>Required Readings</b></p>	<p>All required readings are sourced from Robbins Basic Pathology, 9<sup>th</sup> Ed. A list of required readings for tutorial quizzes will be made available via Moodle at the in the week preceding each quiz.</p>
<p><b>Recommended Internet Sites</b></p>	<p>“Images of Disease” (IOD) is a database of images used for teaching within the Department. The latest version of Images of Disease is now available online, optimised for smart phones and tablet computers, as well as Firefox 4+, Chrome 13+ and Safari browsers on laptop or desktop computers – <a href="http://iod.med.unsw.edu.au">http://iod.med.unsw.edu.au</a> (zID and zPass required). An interactive Images of Disease (IOD) app for iPhone and iPad is available to download from that website. Android and Windows phone versions of the IOD app are now available to download from Google Play and the Windows store respectively. Those versions can be unlocked by entering your zID and zPass.</p> <p>There are many resources available on the web, which vary from simple patient information brochures to online pathology courses to information on the latest research. Some general sites you may find useful are:</p> <p>Centre for Disease Control (see especially ‘health topics A-Z’) <a href="http://www.cdc.gov/">http://www.cdc.gov/</a></p> <p>University of Utah (tutorials and images on many of the topics covered) <a href="http://library.med.utah.edu/WebPath/webpath.html">http://library.med.utah.edu/WebPath/webpath.html</a></p> <p>Medline Plus (‘health topics’ index of diseases with information) <a href="http://www.nlm.nih.gov/medlineplus/healthtopics.html">http://www.nlm.nih.gov/medlineplus/healthtopics.html</a></p>
<p><b>Computer Laboratories or Study Spaces</b></p>	<p>Students wishing to revise Macroscopic specimens (pots) can access the Museum of Human Disease, 9 am – 5 pm, Mon – Fri. Note that all students must be inducted into the Museum before access is granted. Museum induction will occur during the Practical/Museum Induction lesson on Aug 4.</p> <p>Student wishing to review Histopathology via Virtual Slides can access G06/G07 or G16/G17, in the Wallace Wurth Building.</p>

## 8. Required Equipment, Training and Enabling Skills

<b>Equipment Required</b>	There is no specific equipment required for PATH2202.
<b>Enabling Skills Training Required to Complete this Course</b>	In order for students to attend Practical lessons or personal revision in the Museum of Human Diseases, students must first attend an induction. Museum induction will occur during the Practical/Museum Induction lesson on Aug 4. Any student who does not attend this induction will not be permitted into the Museum, and will need to contact Dr Herbert or Dr Polly to schedule an induction with the Museum staff.

## 9. Course Evaluation and Development

Student feedback is gathered periodically by various means. Such feedback is considered carefully with a view to acting on it constructively wherever possible. This course outline conveys how feedback has helped to shape and develop this course.

<b>Mechanisms of Review</b>	<b>Last Review Date</b>	<b>Comments or Changes Resulting from Reviews</b>
<b>Course Review</b>	April 2015	WordPress will replace Mahara as the platform for creating student ePortfolios.  An online assessment rubric in Moodle will be used to mark the Media assignments. This system will enabled tutors to provide more detailed and specific feedback to students.
<b>Course Review</b>	April 2014	The order of lectures was adjusted to improve the presentation of concepts. The lecture "Healing" was placed before "Chronic Inflammation". An additional lecture "Introduction to Immune Responses" was added to enhance students understanding of basic immunology, which is essential to Pathology.  Online tutorial quizzes were introduced using Moodle to facilitate the delivery of immediate and consistent feedback following each quiz.
<b>Major Course Review</b>	June 2013	In 2012, Mahara ePortfolio was introduced to the course as part of a program-wide study to improve graduate attributes and promote career readiness for Science and Medical Science students at UNSW. This task offers students the opportunity to analyse and reflect on their progression through the course and draw insights on how the course content can be useful in future studies and career development. Students who progress to 3 <sup>rd</sup> year Pathology courses and continue to utilise ePortfolio have demonstrated deeper understanding of course content and developed a better appreciation for their personal and professional development, including: transferrable skills (e.g., communication, leadership and teamwork) and work-related skills. This component has since been increased from 2.5% to 5% of the course mark.  In 2011, a group presentation assessment was introduced to further enhance student understanding of the pathological processes in human diseases that lead to macroscopic changes and clinical presentations, and to foster student team building and communication skills. In this assessment students were asked to give a 5-10 min presentation and produce a 1-page handout summarising key information for an allocated disease. Student

		<p>reviews have noted that this assessment task was particularly difficult and the demand in effort/time to produce a quality presentation and handout did not match the 5% weighting of the assessment task. Subsequently in 2012, this assessment was revised to only include the 1-page handout. While students found the task rewarding for both team building and revising the allocated disease, staffs found that the overall quality was only average. This component has now been removed and the marks assigned to the final exam.</p>
<p><b>CATEI<sup>11</sup></b></p>	<p>Nov 2012</p>	<p>PATH2202 surveys students via the UNSW CATEI system each time the course is offered. The data collected provides anonymous feedback from students on the quality of the course content and materials, tutorial facilitation and practical facilitation. Student feedback is taken into consideration in all course revisions.</p> <p>This course has consistently received positive student reviews for being challenging, engaging and interesting. Students have also commented that the lecture series are well organised, with clear transition between topics and that tutorials and practical components are well integrated with the lecture series. Students have also enjoyed the interactive environment of the team-based tutorials. Although some students have found the Media Assignment to be demanding, most have found the experience to be insightful and useful for future studies and work, and understanding the role of scientific media publications.</p>

11 CATEI process: <http://www.science.unsw.edu.au/our-faculty/course-and-teaching-evaluation-and-improvement-catei>

## 10. Administration Matters

Important information to supplement this outline can be found at the following link:

<http://medicalsciences.med.unsw.edu.au/students/undergraduate/advice-students>

<b>Expectations of Students</b>	<p><b>Students are expected to attend 80% of the Tutorials in order to sit the end of course exam.</b> A courtesy email will be sent to alert students who are absent for 2 tutorials. Students missing more than 2 tutorials will be required to contact the Course Convenor (Dr Herbert) to discuss their eligibility to sit the exam.</p>		
<b>Assignment Submissions</b>	<p>The Media Assignment is to be submitted electronically as a Word file via Moodle, and will be subjected to a check for plagiarism using Turnitin software. Students must also submit a hard copy to the BSB Student Office (located at Room G27, Ground Floor, Biological Sciences Building) together with a cover sheet, clearly stating:</p> <ul style="list-style-type: none"> <li>• Your name,</li> <li>• Your student number,</li> <li>• Your tutor's name.</li> </ul> <p><b>Late submissions will attract a penalty of 10% of the total mark per day or part thereof.</b> Keeping to a deadline is part of the assessment. In exceptional circumstances, (where a student has missed at least 3.5 weeks of university during the period of the assignment AND have documents to this effect AND have notified the Course Co-Convenor (Dr Polly) in writing at least 2 weeks before the deadline), some concession may be offered and is provided on a case-by-case basis.</p>		
<b>Occupational Health and Safety<sup>12</sup></b>	<p>Refer to The Museum of Human Disease below.</p> <p>For more information on matters related to occupational and health safety policies of the UNSW visit the following web site: <a href="https://safety.unsw.edu.au/">https://safety.unsw.edu.au/</a></p>		
<b>Equity and Diversity</b>	<p>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 Convenor prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equity and Diversity Unit (9385 4734) or <a href="http://www.studentequity.unsw.edu.au/">http://www.studentequity.unsw.edu.au/</a></p>		
<b>Student Complaint Procedure<sup>14</sup></b>	<b>School Contact</b>	<b>Faculty Contact</b>	<b>University Contact</b>
	<p>Dr Priti Pandey SOMS Grievance Officer (02) 9385 2483 <a href="mailto:P.Pandey@unsw.edu.au">P.Pandey@unsw.edu.au</a></p>	<p>Assoc. Prof. John Hunt Head of School (acting) (02) 9385 1580 <a href="mailto:J.Hunt@unsw.edu.au">J.Hunt@unsw.edu.au</a></p>	<p>Student Conduct and Appeals Officer (SCAO) within the Office of the Pro-Vice-Chancellor (Students) and Registrar. (02) 9385 8515 <a href="mailto:studentcomplaints@unsw.edu.au">studentcomplaints@unsw.edu.au</a></p> <p>University Counselling and Psychological Services<sup>7</sup> (02) 9385 5418</p>

<sup>12</sup>[UNSW Safety Home page](#)

<sup>15</sup>[University Counselling and Psychological Services](#)

## 11. 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 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.**

<p><b>Security in the Museum</b></p>	<p><b>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.</b></p> <p>In order to protect the collection of specimens, access to the Museum is restricted 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 Williamson, and the education officers in the Museum play a supervisory role during office hours. The Museum and practical class laboratories are under constant electronic surveillance.</p>												
<p><b>Safety in the Museum</b></p>	<ul style="list-style-type: none"> <li>Always handle museum specimens with care and respect. All specimens consist of generously donated human tissue.</li> <li>Specimens are preserved in Perspex and contain a range of preserving chemicals that may be harmful. Chemicals used include <b>formalin, pyridine, sodium dithionate</b>. A full list of chemicals and associated MSDS information is available in the H&amp;S Station and on the SoMS website.</li> </ul> <table border="1" data-bbox="628 1509 1402 1736"> <thead> <tr> <th>Chemical</th> <th>Max. Percentage Composition</th> </tr> </thead> <tbody> <tr> <td>Glycerol</td> <td>17 (v/v)</td> </tr> <tr> <td>Pyridine</td> <td>0.8 (v/v)</td> </tr> <tr> <td>Sodium Acetate</td> <td>7 (w/v)</td> </tr> <tr> <td>Formalin</td> <td>&lt;2 (v/v)</td> </tr> <tr> <td>Sodium Dithionate</td> <td>0.4 (w/v)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>For reasons of hygiene, never take food or drink into the museum.</li> <li>Never leave a museum specimen on the floor, or in any precarious position.</li> <li>If a specimen is leaking, turn it upside down to prevent further leakage, then immediately inform Museum staff or a member of academic staff.</li> <li>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 Museum staff or a member of academic staff.</li> <li>Remember that the museum is here for your benefit – your cooperation in maintaining neatness and safety at all times is appreciated.</li> </ul>	Chemical	Max. Percentage Composition	Glycerol	17 (v/v)	Pyridine	0.8 (v/v)	Sodium Acetate	7 (w/v)	Formalin	<2 (v/v)	Sodium Dithionate	0.4 (w/v)
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