Preface
This is the 12th edition of the manual for Musculoskeletal Diseases produced by the staff of the Department of Pathology at the University of New South Wales. It contains a large amount of relevant information regarding the course PATH3207 Musculoskeletal Diseases.

We recognise that this manual might contain some errors and may need further improvements in the future. Therefore, we welcome comments from staff and students and seek your co-operation in identifying errors of content or style, so that they may be corrected in subsequent editions.

Editors:
A/Prof Nicodemus Tedla
A/Prof Gary Velan
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Introduction

We would like to warmly welcome third year science students to the Musculoskeletal Diseases course, offered in Session 2, 2015, by the Department of Pathology. The course covers bone and joint disease, neuromuscular disease, musculoskeletal trauma and orthopaedics.

This course will be beneficial to students wishing to pursue careers in the health sciences, especially medicine (in particular rehabilitation medicine), biomedical research or hospital-based laboratory work. A sound understanding of musculoskeletal pathology should provide an effective framework from which to approach diagnosis and management of common clinical scenarios that you may well encounter in your future careers.

Staff of the Department of Pathology joins me in wishing you an interesting and enjoyable session.

Nicodemus Tedla
A/Professor in Pathology – PATH3207 Course Convenor
Official Communication by email

All students in course PATH3207 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) 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 in the University library. Further information and assistance is available from DIS-Connect, Tel 9385 1777. The UNSW Library runs free email courses.
Course Outline

Campus Based Course staff

Dr Mark Dziegielewski, Dr Betty Kan, Professor Rakesh Kumar, Dr M Meerkin, A/Professor Nicodemus Tedla (Course convener), A/Professor P Polly, A/Professor Gary Velan

Course Administration

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 A/Prof Nicodemus Tedla by e-mail (n.tedla@unsw.edu.au) and in the second instance be addressed by consulting A/Prof Gary Velan (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.

Attendance is mandatory at the lectures and practical classes in this course. Students that fail to attend >80% of the lectures tutorials and practical classes may not be allowed to complete the course.

Guidelines on extra-curricular activities affecting attendance are found at:

If students have difficulties of a personal nature, they should contact the School’s Grievance Officer, Dr P. Pandey (p.pandey@unsw.edu.au) or Faculty’s student wellbeing officer A/Professor Ute Vollmer Conna (ute@unsw.edu.au).

If a student(s) want to have a result reviewed (checking of marks and/or reassessment), they should formally apply through https://my.unsw.edu.au/student/academiclife/assessment/Results.html

To appeal academic standing or ability to progress visit

Should you feel that there are particular circumstances that have affected your performance in the course; you should lodge an application for special consideration. Special considerations sought outside the 3 day rule will not be accepted except under TRULY exceptional circumstances. 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 or at https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

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://medicalsciences.med.unsw.edu.au/

Student Support Service

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://student.unsw.edu.au/contact-seadu-disability-support). 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.

Any student experiencing difficulty with the course should discuss this either with the Convenor of PATH3207 A/Prof Tedla, or the Head of Department A/Prof Velan.

Course Details

This course is offered during Session 2 and carries six units of credit. Successful completion of an introduction to basic diseases processes in second year (PATH 2201 or PATH 2202) and in basic Histology (ANAT 2511) and Anatomy (ANAT 2111, ANAT 1521 or ANAT 2241) are prerequisites for enrolment in the course. Molecular basis of inflammation and infection in third year (PATH 3205) is highly recommended. Attendance at all tutorials, practical classes and to more than 80% of the lectures is mandatory.

Course Objectives

PATH3207 comprises teaching current concepts of musculoskeletal diseases including arthritis, metabolic bone diseases, neoplasms in bone, causes of musculoskeletal pain and limitations of movement and neuromuscular diseases as well as detailed coverage of fracture healing and its complications, multiple traumas and of biomaterial and prosthetic devices relevant to orthopaedic applications.
Student Learning Outcomes

At the completion of this course you should be able to:

1. Describe and explain the molecular and cellular pathogenic mechanisms of musculoskeletal and neuromuscular diseases;
2. Describe the macroscopic and microscopic appearances of musculoskeletal and neuromuscular diseases;
3. Correlate the clinical features of musculoskeletal and neuromuscular diseases with the underlying pathological processes and mechanisms;
4. Describe the sensitivity, specificity, cost effectiveness and availability of laboratory and imaging investigations for the diagnosis of musculoskeletal diseases;
5. Discuss recent advances in biomedical, bioengineering, molecular and biological research related to the treatment of musculoskeletal and neuromuscular diseases;
6. Develop written and oral skills in scientific communication;
7. Develop skills in peer review and assessment of scientific research.

Graduate Attributes

The students will be encouraged to develop the following Graduate Attributes by undertaking the selected activities and knowledge content. These attributes will be assessed within the prescribed assessment tasks. Please see the Assessment section for more details:

1. An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context.
2. The capacity for analytical and critical thinking, as well as for creative problem solving
3. The ability to engage in independent, team-based and reflective learning
4. The skills of effective communication

Rationale for the Inclusion of Content and Teaching Approach

The intended learning outcomes are achieved through study of the common patterns of response to injury, which are often referred to as pathological processes. In depth study of mechanisms and causes unique to the musculoskeletal system are highlighted in context of the general pathological processes. To understand these processes, you will draw on your knowledge of normal anatomy, histology, biochemistry, physiology, general pathology and biomedical engineering.

This course will be beneficial to students wishing to pursue careers in the health sciences, especially in clinical rehabilitation medicine, biomedical research or hospital-based laboratory work. A sound understanding of musculoskeletal pathology should provide an effective framework from which to approach diagnosis and management of common clinical scenarios that you may well encounter in your future careers.

Teaching Strategies

The course employs a variety of teaching modes in order to facilitate your learning:

1. A series of lectures introduce you to pathological processes, as well as specific examples of those processes affecting the musculoskeletal system. These lectures are given by invited and campus based discipline experts.
2. Tutorials that are designed in a form of team-based collaborative learning that incorporate small group tutorials and a series of topical quizzes to be completed individually and as a team. It is anticipated that students will have an enhanced learning experience through the use of team-based learning and peer teaching. The tutorials intended to extend and amplify your understanding of material presented in lectures in an interactive format, where you are given opportunities to seek clarification on any aspect of the topics covered, as well as to tackle concepts that might be difficult to grasp.
3. Practical classes that incorporate clinico-pathological correlation sessions are intended to allow you to apply your understanding of disease processes to microscopic and macroscopic appearances of disease in tissues (lesions), and to correlate these with the clinical manifestations. Computer-based virtual microscopy is utilised together with a variety of diagnostic imaging modalities and laboratory investigations, in order to permit correlation between disease processes, changes in cells and tissues at the microscopic level and the clinical manifestations of disease.
4. Evidence based symposia based on cutting edge topics in musculoskeletal diseases that are organised, designed, delivered and assessed by students working in small groups.
5. A midsession written exam with group and individual feedback aimed at familiarising students with the end of the year practical and written exams and providing students with tailored feedback.
6. Two sessions of group discussion/feedback on homework tasks, the midsession exam and specific student questions.

7. Learning is supported via a Moodle module (accessible via student number and zPass at https://moodle.telt.unsw.edu.au/). Announcements, timetables, lecture slides and other resources will be made available during the course.

8. The PATH3207 Student Manual contains specific learning objectives for tutorials and practical classes, together with the course timetable and useful background information.

**Recommended Text**

You are expected to use the following text available online via the UNSW library Sirius website at http://sirius.library.unsw.edu.au (zID and zPass required). Search for the database MD Consult, then search for Robbins Basic Pathology, *Robbins Basic Pathology*. 9th edition. V. Kumar, A.K. Abbas, & J.C. Aster (2012). Saunders & Co. Philadelphia PA; Elsevier Saunders.

*Robbins and Cotran Pathologic Basis of Disease* 9th edition. V. Kumar, A.K. Abbas & J.C. Aster (2013) Elsevier Saunders is highly recommended for students wishing to study the molecular biology or clinical features of diseases in greater depth. That text is also available via MD Consult.

**Research Opportunities**

Opportunities exist for all students wishing to undertake undergraduate and postgraduate research program within the School of Medical Sciences. Information can be accessed via the Faculty of Medicine directory for the School of Medical Sciences at: https://medicalsciences.med.unsw.edu.au/research

Students are also encouraged to communicate with invited guest lecturers that are active in research and clinical practice.

**Course Evaluation and Development**

Periodically student evaluative feedback on the course is gathered, using UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process and an in-house course evaluation questionnaire. This questionnaire is included in the manual to be completed by all students during Practical Class 11 (week 11) to provide feedback on the course. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.
## Course Schedule

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Lecturer</th>
<th>Title</th>
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<tr>
<td>1</td>
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<td>de Permentier</td>
<td><strong>Lecture</strong> - Revision of Bone and Joint Histology</td>
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<td>Kumar</td>
<td><strong>Lecture</strong> - Pathological Basis of Bone/Joint pain and limitation of movement</td>
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<td>31/7/2015</td>
<td>9</td>
<td>WW G6/G7</td>
<td>Doolan/Isaac Brettle/Zarzour</td>
<td><strong>Tutorial</strong> - Anatomy of Bone and Joints</td>
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<tr>
<td></td>
<td>31/7/2015</td>
<td>10</td>
<td>WW G6/G7</td>
<td>Tedla/Doolan/Isaac Brettle/Zarzour</td>
<td><strong>Practical</strong> - Histology of Bone and Joints</td>
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<td>Tedla</td>
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<td><strong>Tutorial</strong> - Primary and Secondary Bone Tumours</td>
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<td><strong>Practical</strong> - Histopathology of Bone Tumours</td>
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**Midsession Break**

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<td>Polly/Doolan/Isaac/Brettle/Zarzour</td>
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**Online Revision Quiz with Automated Feedback Opens on 06/10/2015**

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<td>WW G6/G7</td>
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**Online Revision Quiz with Automated Feedback Closes on 27/10/2015**

**NOTE:** Any changes in timetable will be announced on Moodle at https://moodle.telt.unsw.edu.au/
### Lecture Program Outline

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<th>Lecture Title</th>
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<td>Revision of bone and joint histology</td>
<td>PD</td>
<td>Types of bones and joints, histology of synovial joint, microarchitecture of bone, processes of bone re-modelling</td>
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<tr>
<td>Pathological bases of bone/joint pain and limitation of movement</td>
<td>RKK</td>
<td>Aetiology, pathogenesis and diagnosis of bone and joint pain</td>
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<tr>
<td>Fracture healing I</td>
<td>NT</td>
<td>Types of fractures, stages of fracture healing, determinants of traumatic fracture healing and assessment of bone healing</td>
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<tr>
<td>Fracture healing II</td>
<td>NT</td>
<td>Acute, intermediate and chronic complications of fractures</td>
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<tr>
<td>Prelude to evidence-based symposium</td>
<td>NT</td>
<td>Introduction to the protocols and guidelines of the symposium, selection of topics and outline of timetable.</td>
</tr>
<tr>
<td>Differential diagnosis of back pain</td>
<td>BK</td>
<td>Aetiology and pathogenesis back pain: Comparison of intervertebral disc diseases, degenerative, and inflammatory joint diseases and non-skeletal causes of back pain.</td>
</tr>
<tr>
<td>Bone Tumours I</td>
<td>MD</td>
<td>Types of bone tumours, macro and microscopic features, clinical features and complications</td>
</tr>
<tr>
<td>Bone Tumours II</td>
<td>MD</td>
<td>Metastases to bone; sources of metastases, histopathological features; Involvement of the bone in haematological malignancies</td>
</tr>
<tr>
<td>Prelude to postgraduate research training</td>
<td>ND</td>
<td>Outline the major fundamentals required for a successful honours year in pathology and discussion on career pathways post-honours</td>
</tr>
<tr>
<td>Arthritis I</td>
<td>SO’N</td>
<td>Polymyalgia with special emphasis on aetiology, pathogenesis, clinical features, diagnosis and complications of rheumatoid arthritis, and brief outline of spondyloarthropathy and mixed connective tissue diseases as relevant differential diagnoses</td>
</tr>
<tr>
<td>Arthritis II</td>
<td>SO’N</td>
<td>Oligoarthopathies: causes; pathogenesis and clinical features of osteoarthritis, crystal arthropathies and septic arthritis</td>
</tr>
<tr>
<td>Strains, sprains and dislocations</td>
<td>DV</td>
<td>Clinical evaluation of muscle, tendon, ligament and meniscus injuries with special emphasis to shoulder and elbow dislocation and knee and ankle injuries.</td>
</tr>
<tr>
<td>Diagnostic imaging of musculoskeletal diseases</td>
<td>SM</td>
<td>An outline of types of imaging techniques available for musculoskeletal diseases and their indications, cost, advantages and disadvantages</td>
</tr>
<tr>
<td>Orthopaedic surgery: joint replacements</td>
<td>RS</td>
<td>Indications for joint replacement; procedures for hip and knee replacement; surgical outcomes, cost and complications</td>
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<tr>
<td>New approaches to musculoskeletal repair</td>
<td>CM</td>
<td>Summary on a cutting edge research on new approaches in treatment of musculoskeletal damages</td>
</tr>
<tr>
<td>Forensic pathology of musculoskeletal system</td>
<td>JD</td>
<td>Medico-legal relevance of investigation of death; Comparisons of coronial and hospital autopsy; Forensic investigation of musculoskeletal injuries</td>
</tr>
<tr>
<td>Metabolic bone disease</td>
<td>MM</td>
<td>Classification; macroscopic, microscopic, radiological and clinical features; complications</td>
</tr>
<tr>
<td>Neuromuscular transmissions and their disorders</td>
<td>AM</td>
<td>Structures of neuromuscular junctions, processes of neuromuscular transmission and pathophysiology of common neuromuscular disorders</td>
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<tr>
<td>Normal and abnormal muscle histology</td>
<td>PP</td>
<td>Basic description of skeletal muscle structure, physiology and histology; Genetic, biochemical and structural abnormalities of muscular dystrophies.</td>
</tr>
<tr>
<td>Pathological basis of neuromuscular diseases</td>
<td>MB</td>
<td>Clinical and histo-pathological features of myopathy, myosthenic disorders, and neurogenic disorders resulting in muscle disease; investigation of muscle diseases and indications for muscle biopsy.</td>
</tr>
<tr>
<td>Rehabilitation of musculoskeletal diseases</td>
<td>GB</td>
<td>Outline indications, general approaches and effectiveness of rehabilitation programs in common Neuro-Musculo-Skeletal diseases; Discuss cost effectiveness of rehabilitation.</td>
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<td>Lecture Title</td>
<td>Lecturer</td>
<td>Content outline</td>
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<tr>
<td>Head injury</td>
<td>MD</td>
<td>Intracranial haemorrhage-epidural, subdural, subarachnoid, intracerebral: causes and effects</td>
</tr>
<tr>
<td>Upper and lower motor neuron lesions</td>
<td>IB</td>
<td>Pathological basis of UMN and LMN lesions, compare and contrast clinical manifestations and discuss underlying aetiology</td>
</tr>
<tr>
<td>Pathogenesis of shock</td>
<td>GV</td>
<td>Definition, pathophysiology, causes and effects of shock</td>
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</table>

**KEY:**

- **Bowring** Dr Greg Bowring  
  Senior lecturer, FAFRM (RACP), UNSW; Staff Specialist, POWH
- **Buckland** A/Prof Michael Buckland  
  MBBS PhD FRCPA, Head Neuropathology, Royal Prince Alfred Hospital, SydU
- **Di Girolamo** A/Prof Nick Di Girolamo  
  A/Professor, SOMS, Department of Pathology, UNSW
- **Duflou** Prof Jo Duflou  
  Professor, Chief Forensic Pathologist, Sydney South West Area Health Service
- **Dziegielewski** Dr Mark Dziegielewski  
  Lecturer, SOMS, Department of Pathology, UNSW
- **Kan** Dr Betty Kan  
  Senior lecturer, SOMS, Department of Pathology, UNSW
- **Birznieks** Dr Ingvar Birznieks  
  Senior lecturer, SOMS, Department of Physiology, UNSW
- **McFarland** A/Prof Clive McFarland  
  A/Professor, Graduate School of Biomedical Engineering, UNSW
- **Meerkin** Dr Mathew Meerkin  
  Senior lecturer, SOMS, Department of Pathology, UNSW
- **Moorhouse** A/Prof Andrew Moorhouse  
  A/Professor, SOMS, Department of Neurophysiology, UNSW
- **Morris** Dr Sarah Morris  
  Senior lecturer, Department of Radiology, POWH
- **Polly** A/Prof Patsie Polly  
  A/Professor, Department of Pathology, UNSW
- **Tedla** A/Prof Nicodemus Tedla  
  A/Professor, Department of Pathology, UNSW
- **Stanford** A/Prof Ralph Stanford  
  A/Professor, UNSW and Staff specialist Orthopaedics, POWH
- **Velan** A/Prof Gary Velan  
  A/Professor, SOMS, Department of Pathology, UNSW
- **Vu** Dr Dzung Vu  
  Senior Lecturer, SOMS, Department of Anatomy, UNSW
Guide to Practical Classes

Practical classes and tutorials in Musculoskeletal Diseases 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 clinico-pathological 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. Materials for the practical classes are located at [http://vslides.unsw.edu.au/](http://vslides.unsw.edu.au/). Remember, it is much better to make a mistake in the relative safety of a practical class, than to make a critical error in an essay or exam because of misconception of basic pathological principles. It is highly recommended that you regularly visit the Museum of Human Disease.

A simple guide to description of macroscopic specimens (“pots”)

The best approach to the study of macroscopic specimens in the Museum is to be systematic. As you cover each lecture topic this year, you should make it a point to visit the Museum to become familiar with macroscopic examples of that disease process, and other related conditions. One of the major tasks for you will be to learn how to differentiate with the naked eye between disease processes that at first glance have similar appearances. Sometimes this cannot be accomplished even by close examination, in which case you should formulate a list of differential diagnoses, in order of decreasing likelihood. All this takes time and careful attention to honing your skills of observation in the Museum. In addition to the specimens and related conditions covered during practical classes, you are expected to cover all specimens in Bay 6, Bay 16, Bay 17 and Bay 29.

1) Anatomical description

Almost all macroscopic specimens will contain sufficient “normal” tissue for you to identify the organ(s) of origin. Hence a good appreciation of normal anatomy is required (i.e. pathology requires integration with your previous studies). Knowledge of the normal dimensions of organs is important in order to comment on pathological enlargement, distortion or shrinkage of tissue. The way in which the tissue has been mounted is also relevant. For example, bones are usually kept intact or cut longitudinally to display abnormalities in the bone marrow and medulla.

2) Description of the lesion(s)

A “lesion” is a recognisable abnormality in an organ or tissue caused by injury or disease. Lesions can be sub-classified into “focal” (localised), “multifocal” and “diffuse” (an abnormality of the entire organ or tissue). An example of a focal lesion is a tumour in the lower part of femur. You should describe focal lesions as you would describe a lump in a surgical patient, e.g. “There is a mass lesion 5 cm in diameter above the knee, pushing the periosteum and extending to the overlying muscle. The mass is predominantly solid and whitish in colour, with focal areas of brown-red discoloration (haemorrhage) and softening (necrosis).”

3) Identification of the major pathological process

Once you obtain a basic knowledge of the classification of disease, it is possible to categorise abnormalities in tissue as traumatic, inflammatory (acute or chronic), vascular (thrombosis, embolism, infarction, haemorrhage), disorders of growth (atrophy, hyperplasia, hypertrophy, hamartoma, neoplasia - benign or malignant, primary or metastatic), metabolic or degenerative. For example, the qualities of the bone lesion described above are typical of a primary malignant tumour - a single, abnormal, invasive mass that has overgrown the surrounding tissue, with areas of necrosis and haemorrhage (indicative of rapid growth).

4) Related lesions and complications

It is important to integrate your description with your theoretical knowledge of disease causation and complications. For example, wrinkled skin (solar elastosis) surrounding a skin cancer on the back of the hand is caused by the same agent as the tumour - ultraviolet radiation. In the above example, it is important to note whether the bone tumour has been complicated by invasion to the blood vessels and or spread to other bones (as osteosarcomas often do), because this has prognostic implications.

5) Anatomical diagnosis

The diagnosis is no longer a guessing game once you become aware of the basic pathological principles - your description justifies the selection of which pathological process(es) are operative, which you then relate to the anatomy and to your knowledge of the natural history of disease to formulate a tissue diagnosis. In the above example, the diagnosis is “primary osteosarcoma of the lower femur, complicated by metastases to the vertebrae”.

© Department of Pathology 2015
Remember: Your descriptive skills will only improve with practice. It is recommended that students work through the Museum in pairs or small groups - one student is armed with a textbook, lecture notes and Museum catalogue, while the other(s) act as “the guinea pig” and are required to describe and identify the specimens. Be warned: it is useless for you to look at a number on a specimen, refer to that number in the Museum catalogue and learn it by rote. That is not an approach befitting thoughtful prospective professionals. It is much better to look carefully at a specimen, attempt to identify the disease process, justify your diagnosis, and only then refer to the catalogue, textbook and lecture notes. In the event that you are unable, even after careful thought and referral to the text, to work out why a particular diagnosis was made, then you should ask your tutor at a convenient time.

A simple guide to writing histopathological descriptions

Haematoxylin and eosin are used for staining all routine sections, and special stains are used only to confirm or refute the presence of a particular substance in the tissue. In addition, histochemistry, immunohistochemistry and electron microscopy may be used extensively in the hospital situation to confirm a clinical diagnosis. Haematoxylin is preferentially taken up by nucleic acids and stains them blue, hence any highly cellular tissue will appear blue (basophilic). Other sources of basophilia include hyaline cartilage, calcium salts and bacterial colonies. Eosin is preferentially taken up by proteins, hence any proteinaceous tissue will appear pink (eosinophilic). Clear spaces may be caused by fat (washed out by aqueous fixatives), water or air. If you have an atlas of histology you may find it useful at these classes. We assume that you are acquainted with the normal histological appearances of human tissues - if not, revise this prior to examining the histopathology slides.

Armed with the basics outlined above, it is possible to write a histopathological description, which should possess the following components:

1) Anatomical and General Description

- **Draw a simple sketch of the main features** to remind you of these areas when you look at the screen or look down at the microscope. This can be used to clarify your description, e.g. area A in the sketch is strongly eosinophilic and is an area of haemorrhage. B is palely eosinophilic and is an area of fibrosis, etc.

- **Make a general statement that both identifies the tissue and indicates whether the lesion is focal or diffuse.** For example, "Slide 1 is a 2 X 2 cm section of peripheral lung tissue (i.e. it contains no major bronchi) including one pleural surface that contains a focal basophilic lesion labelled area A. The surrounding normal lung tissue is labelled area B." Or "Slide 2 is a section through the left ventricle measuring 2 X 1.5 cm including pericardium, myocardium and endocardium. The tissue is diffusely abnormal."

2) Description of the Major Lesion and Identification of the Major Pathological Process

- **These elements require a thorough appreciation of the entirety of the section.** Such an appreciation cannot be achieved by using only the 40X objective, which will result in failure to see the forest for the trees. Remember the following maxim: Use a low-power objective and a high-powered mind (not vice versa)!

- **Avoid the trap of describing each abnormal feature in the order that you discover it, without any regard to its relationship to the totality of the lesion.** That is, your description requires prior thought, interpretation and planning. By all means jot down your observations on scrap paper, but then order them (so as to exhibit your understanding of "the big picture"). The major pathological process (e.g. acute inflammation, malignant neoplasia) should then become obvious to the informed reader even before you have named it.

3) Identification of Related Lesions

- **Sections may contain abnormalities that either share a common aetiology with or predispose to the major lesion (e.g. solar damage to dermal collagen in skin adjoining a melanoma), or else complicate the main lesion (e.g. invasion of dermal lymphatic vessels by melanoma cells).** Linking of these elements requires an alert mind (which we hope you already possess) and an understanding of the natural history of disease (which you will acquire with study). Some complications are so important that it is necessary to comment on their absence (e.g. lymphatic or venous invasion by malignant neoplasms).

4) Tissue Diagnosis

- **This should bring together the anatomy, major lesion and any related lesions in a concise fashion with the use of all relative descriptive adjectives (e.g. chronic osteomyelitis with multiple areas of acute inflammation and bacteria).**
Team-based learning

At the commencement of this course you will be divided into four tutorial groups and each tutorial group will be subdivided into four teams, each consisting of six students. Each team will have a mixture of abilities and backgrounds. The aim of this teaching approach is to enhance your learning experience through the use of individual and team quizzes and peer-teaching and discussions.

The role of the tutor is not to give you another lecture; but to facilitate your interactive discussions and assist you to clarify some challenging concepts presented in your lectures, practical classes and/or text books. You are therefore strongly urged to make adequate preparation for these tutorials and encouraged to participate. Attendance to all of these tutorials is mandatory and is assessable.

Pre-reading will be allocated prior to each tutorial. Each tutorial will commence with a quiz (based on the pre-reading), which will first be attempted individually and the answers submitted to your tutor. The same quiz questions will then be attempted in teams, with each team submitting their consensus answers. The tutor will guide you through the answers, encourage discussion and provide clarifications regarding of the challenging questions and concepts. Some of the tutorials will have additional tasks to be completed on a worksheet in your course manual. Please bring your course manual to all the tutorials and practical classes.

You will receive a maximum of 2% towards your final course mark for each tutorial quiz, comprising 1% for your individual performance and 1% for your group’s performance. Over the course of 5 tutorials, this will contribute to 10% of your final mark.

The names in each tutorial group and team will be posted on Moodle at https://moodle.telt.unsw.edu.au/. The same teams will work together to develop presentations for the Evidence-Based Symposium.
Evidence based symposium

The evidence based symposium is a collection of group presentations on cutting-edge topics in musculoskeletal diseases. These presentations are aimed to enhance students’ skills in team work, effective communication and peer-review processes in line with learning outcomes 5, 6 and 7 described in the Course Outline.

The selection of topics will take place in week 3, Tuesday 11th August 2015. On this day teams will be allocated a random topic by a lottery from a pool of relevant topics.

Students will submit a 400 word Abstract by e-mail to n.tedla@unsw.edu.au in week 6, no later than 5 pm on 4th September 2015. This abstract will outline each team’s forthcoming presentation in week 8. Please follow the strict Abstract format outlined below. Late submission and/or inappropriately formatted abstracts will not be accepted.

In week 8, each team of students will give a 12-minute (maximum) group presentation followed by an additional 5 minutes for question time as part of a symposium. Several one hour sessions will be set aside for students to present their work to the rest of the group. Presentation style is at the discretion of each group (examples include PowerPoint presentations, Video, YouTube, role play, interview, etc.). Groups can choose their spokesperson beforehand, although all students are expected to contribute equally and the performances of each individual may affect the group’s overall score. The presentation will need to be supported by a thorough literature review. At the end of the presentation, questions can be asked of any member of the group by students and members of academic staff.

15% of the final mark for the course is allocated for this task, of which 2.5% will be determined by members of the group, who will provide their collective score for each group member at the end of their presentation. 2.5% will be determined by peers in the audience and 10% will be allocated by academic staff (see assessment criteria on the following pages). Attendance at all of the presentations is mandatory. Students will lose 1% for each day they do not attend and will lose an additional 2% if they do not attend their own group presentation.

The timetable for the Evidence Based Symposium will be posted on Moodle at https://moodle.telt.unsw.edu.au/

Format for Evidence Based Symposium Written Abstract

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**Title and headings in Bold**

**Joints Replacement - The Advances and Pitfalls of Current Research Aimed at Improving Duration**

**Objective:** The average life span for a typical joint replacement is between 10 to 12 years. The objective of this presentation is to investigate current advances and pitfalls in surgical techniques and materials employed at improving durability of joint replacements.

**Methods:** Research for the presentation began by talking council with Professor William Walsh who provided us with first hand information as well as resources, including textbooks and joint prostheses. The other information was obtained through the UNSW Simas application. Search engines such as Science Direct, Compendex, MEDLINE and Pub Med provided abstracts on journal articles relative to our presentation question. We selected studies published from 1966–2009 and refined our search scope using the key words joint replacement, joint arthroplasty and total hip replacement. Statistics were also obtained from the Australian Orthopaedic Association National Joint Replacement Registry.

**Presentation Style:** The presentation method incorporated the use of PowerPoint while utilising  three different speakers. The first speaker represented the patient, who discussed the need for increased duration of replacements and outlined relevant statistical information on the subject. The second speaker is representative of the surgeon/specialist, who explained the importance of good surgical technique in prolonging duration, while demonstrating that every advance in materials or treatment appears to bring with it several disadvantages. The third speaker is the researcher who outlines the importance of material research in joint arthroplasty. The use of a PowerPoint presentation allows us to explore several examples of current research in more detail than other forms of media. It was also selected because of its reliability, ease of use and familiarity amongst group members. As part of our presentation, several replacement hip prostheses were distributed to the audience. By having a tangible example of a replacement accessible we believed that a greater understanding of the subject would be attained.

**Results:** Although joint replacement surgery has advanced significantly there are still major improvements and advancements needed if researchers expect to extend the duration of joint replacements. It appears that with any new breakthrough in material, fixation or treatment there are several pitfalls and disadvantages that challenge surgeons and researchers assessments of what is and what is not appropriate for implantation. Submitted by e-mail t01.tedla@unsw.edu.au

**Conclusions:** There are still significant challenges and pitfalls in obtaining joint longevity primarily related to lack of suitable materials that have the desired strength, flexibility and biological properties.

Margins 2.2 cm all around
Evidence Based Symposium assessment forms

Marking scheme for team member assessment

Student Name: ........................................................................................................

Group number: ......................................................................................................

Assessors names: ....................................................................................................

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<td>Participation in the planning of the presentation</td>
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<td>Execution of allocated tasks effectively and on time</td>
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<td>Attendance to meetings called on by group members</td>
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<td>Contribution to group discussion</td>
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Marking scheme for peer assessment

Presenting group: ……………………

Marking scheme for assessment by academic staff

Group number: ............................................................................................

Assessor’s name: ...........................................................................................

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<td>Demonstrate effective communication of the most important</td>
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<td>aspect of the topic</td>
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<td>Ability to effectively discuss questions on the topic</td>
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<td>Demonstrate an ability to utilise the current medical</td>
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<td>literature to support argument</td>
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<td>Clear and justified conclusions</td>
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Adaptive tutorials

These consist of 5 online adaptive tutorials focusing on learning outcomes 1, 2, 3 and 4. These highly integrated online tutorials are excellent means for students to revise some of the key concepts in the course. The aim of these tutorials is to provide students with prompt feedback on their progress that will assist their preparation for the exams. They will allow independent learning and provide a guide to each student’s strengths and weaknesses for a given topic. Each adaptive tutorial will be first attempted under the guidance of your tutor, and will then be accessible via Moodle throughout the course.
Online Revision Quiz

This quiz consists of 20 questions focusing on learning outcomes 1, 2, 3 and 4. These online questions and subsequent feedback encourage independent and reflective learning. This occurs in a non-threatening environment, without fear of embarrassment for making errors. The aim of this quiz is to provide students with prompt feedback on their progress that will facilitate their preparation for the exams. The online quiz \ will be available from the 6th to 27th of October 2015.
Assessments

Students will undertake multiple forms of assessment during the session:

1) **Evidence based symposium** is a group presentation that comprises 15% of the final mark. Of the 15% total mark, 2.5% will be determined by members of the group, 2.5% by peer assessment and 10% will be allocated by academic staff on the basis of content, presentation, use of relevant literature and ability to answer questions on the topic.

2) **Tutorial quizzes** are weekly individual and group assessments in a form of multiple choice questions and will comprise 10% of the final mark (1% for each of 5 individual quizzes and 1% for each of 5 group quizzes). Each tutorial will commence with a quiz which will first be attempted individually and the answers submitted to your tutor. The same quiz questions will then be attempted in teams, with each team submitting their consensus answers. The tutor will guide you through the answers, encourage discussion and provide clarifications regarding of the challenging questions and concepts. Some of the tutorials will have additional tasks to be completed on a worksheet in your course manual. Please bring your course manual to all the tutorials and practical classes. Each quiz is primarily based on the two lectures given during same week and a pre-reading that will be allocated prior to each tutorial. You are therefore strongly advised to attend and review the lectures and perform the allocated pre-reading before you come to the tutorial. The recommended pre-readings are only a guide, additional reading on the subject from the prescribed textbooks is highly recommended.

3) **Mid-session written exam.** Students will complete a 45 minute written mid-session exam during week 6, on **Friday 4th September 2015 at 9:00am.** The exam consists of 5 multiple choice questions and 3 short answer questions that may include interpretation of diagnostic image(s), describing pathophysiological processes, description and diagnosis of a macroscopic specimen and/or writing histopathological reports. This will constitute 10% of the final mark of the course. General feedback about the mid-session exam will be provided to each tutorial group during week 7, on **Friday 11th September 2015, 9-10 am.** Students who performed poorly in this exam may receive individual feedback either face-to-face or electronically. The aim of this assessment is to provide timely feedback on your progress and provide you with remedial assistance if needed.

4) **A practical examination in week 13.** Students will complete a practical exam on **Friday 30th October 2015, 9-11am in room G6/G7 WW Building.** This will constitute to 20% of the final mark for the course. The exam will consist of a series of 10 stations, each with questions based on material presented during term focused on learning outcomes 2, 3, 4 and 5 described in the Course Outline. Students will rotate around the stations, spending 3 minutes per station.

5) **End of course written examination.** At the end of the session there will be written exam that accounts for 45% of the final mark for the course. The questions assess all the learning outcomes and encourage an in-depth understanding of the pathology of musculoskeletal diseases in a clinical and research context. Marks will be weighted as follows: short answer questions 25%; and objective items 20%. 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 rather than simple regurgitation of facts. The objective items consist of 20 multiple choice questions where the **best** or most appropriate answer is chosen from the alternatives provided.
Sample Examination Paper

SAMPLE END OF COURSE EXAMINATION FORMAT FOR 2015

(1) TIME ALLOWED: 1.5 HOURS.

(2) ANSWER ALL QUESTIONS.

(3) ANSWER PART A QUESTIONS 1 AND 2 IN SEPARATE BOOKS. WRITE LEGIBLY IN INK.

(5) ANSWER PART B USING THE GENERALISED ANSWER SHEET PROVIDED.

(6) THIS PAPER MAY NOT BE RETAINED BY THE CANDIDATE.

PART A (25 Marks)

1. Explain to a healthy 20-year-old female how she might be able to prevent herself from developing osteoporosis later in life.

   (10 marks)

2. A 22-year-old man was brought by ambulance to the Emergency Department. One hour previously, he had been driving a car and was involved in a high-speed head-on collision. He had not been wearing a seat belt. Immediately after the accident, he briefly lost consciousness and recovered soon after. On arrival to the hospital he was disorientated and was gradually losing consciousness. Initial examination revealed multiple abrasions to the head, fracture on the left side of the skull and some bleeding from the left ear. What injuries might this patient have sustained? Explain how these might have developed.

   (10 marks)

PART B (20 marks)

This part of the examination consists of 20 questions, each containing 5 statements. For each question, select the BEST or MOST APPROPRIATE answer (i.e that which is most relevant for the disease and/or its consequences) from among the alternatives, several or all of which may be true. On the supplied generalised answer sheet, FILL IN the corresponding circle. USE PENCIL.

1. Antibody tests are useful in the diagnosis of:
   (A) Parkinson disease
   (B) Multiple sclerosis
   (C) Segmental demyelination
   (D) Myasthenia gravis
   (E) Motor neuron disease

2. Osteosarcomas:
   (A) May arise in bones affected by Paget’s disease
   (B) Usually metastasise to local lymph nodes
   (C) May show areas of cartilage formation
   (D) Commonly arise in the metaphysis of long bones
(E) Are associated with exposure to ionising radiation

3. Intervertebral disc herniation:
   (A) Characteristically occurs at L3/L4
   (B) Is commonly associated with facet joint degeneration
   (C) Typically leads to spondylolisthesis
   (D) Usually results in anterior protrusion of the nucleus pulposus
   (E) Affects athletes more frequently than the elderly

4. Duchene muscular dystrophy:
   (A) Dystrophin is present in large quantities
   (B) Clinical expression occurs in adolescence and progression inevitable
   (C) It is the most common of the X-linked muscular dystrophies
   (D) Is commonly associated abnormal muscle and nerve fibres
   (E) Pulmonary infection is a rare complication

5. Rheumatoid Arthritis:
   (A) Is associated with periarticular osteoporosis and juxta-articular erosions
   (B) Is characterised by a florid polymorphonuclear cell infiltrate within hyperplastic vascular synovia
   (C) Yields chronic inflammatory cells on aspiration of synovial fluid
   (D) Is associated with elevated serum rheumatoid factor in approximately 95% of cases
   (E) Typically presents as a chronic, asymmetrical, joint arthropathy

Answers: 1D, 2D, 3E, 4B, 5A
Resources for Students

You are expected to use the following text available online via the UNSW library Sirius website at http://sirius.library.unsw.edu.au (zID and zPass required). Search for the database MD Consult, then search for Robbins Basic Pathology. Robbins Basic Pathology. 9th edition. V. Kumar, A.K. Abbas, & J.C. Aster (2012). Saunders & Co. Philadelphia PA; Elsevier Saunders.

Students wishing to study the molecular biology, clinical features of diseases and diagnosis in greater depth might consider the purchase of the following texts:

5. HISTOLOGY AND CELL BIOLOGY. AN INTRODUCTION TO PATHOLOGY. Abraham L. Kierszenbaum. Mosby (2002).

Additional Learning Resources

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:

Medline Plus (‘health topics’ index of disease with information)

University of Iowa (on-line histological slides on many of the topics covered)
http://www.medicine.uiowa.edu/pathology/nlm_histology/or
http://www.medicine.uiowa.edu/pathology/uarep_histopathology/

American Arthritis Foundation (Patient information and latest research on arthritis) http://www.arthritis.org
National Institute of Arthritis and Musculoskeletal and Skin Diseases
http://www.niams.nih.gov/
Neuromuscular Disease Centre, Washington University, St Louis, MO USA
http://www.neuro.wustl.edu/neuromuscular/
Muscle Physiology, University of California, San Diego
http://muscle.ucsd.edu

PATH 3207 Moodle course

The online module for the Musculoskeletal Disease course can be found by logging in to Moodle at https://moodle.telt.unsw.edu.au/, using your student number as the user name (e.g. z1234567) and your zPass as the password. The PATH3207 Moodle module will contain information directly related to the course such as tutorial lists, revisions to the lecture timetable, examination timetables, links to lecture slides and iLecture recordings etc. You are expected to visit this site regularly during your course.

Online lecture slides

PDF version of most lecture slides will be uploaded to Moodle together with corresponding recorded lectures (Echo360). However, large numbers of lecture slides in this course are images that are not annotated but explained/discussed in during the lecture. Therefore, you are strongly advised to attend lectures in person. Note that no online recordings will be available for lectures that are of sensitive nature and those where intellectual property is protected.

PATH3207 Virtual slide box and images

Students will be able to access microscopic slides to all practical classes at: http://vslides.unsw.edu.au/
Images of Disease (IOD) database

This database is a collection of images used for teaching within the Department. The latest version is available online, optimised for smart phones and tablet computers as well as Firefox 4+, Chrome 13+ and Safari browsers on laptop and desktop computers at [http://iod.med.unsw.edu.au/](http://iod.med.unsw.edu.au/). An interactive Images of Disease app for iPhone and iPad is available to download from that website. Android and Windows phone versions will also be released shortly.

The IOD database contains over 3000 images relevant to your study as an undergraduate. Many of these images represent specimens from the Museum of Human Disease, histopathological images from the student histopathological slide set as well as some diagnostic images such as X-rays.

Many images used in this program are of a sensitive nature, and are intended for the purpose of private study by pathology students and graduates. You should exercise appropriate standard of professional ethics when using them.

Interactive images of disease

This is a collection of “hotspotted” images from the Department of Pathology’s database on the Museum of Human Disease web page. Images contain clickable “hotspots” allow identification of the normal features and pathological changes within each specimen. At present this is limited selection, intended for the education of senior high school students and interested members of the public. However, these might be useful tools for you to practice your skills in interpreting macroscopic specimens.

The Museum of Human Disease

The Donald Wilhelm Museum of Human Disease is located on the ground floor of the Samuels Building (Building F25). 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.

The Museum of Human Disease page contains links to some excellent undergraduate and postgraduate educational resources that might be useful for you. The address is [http://web.med.unsw.edu.au/pathology/pathmus/](http://web.med.unsw.edu.au/pathology/pathmus/)

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 during weekdays from 9 a.m. to 5 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 Derek Williamson, Ms Julia Kiss and Mr Cutting 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 Perspex and contain a range of preserving chemicals that may be harmful. Chemicals used may include formalin, pyridine and sodium dithionate. A full list of chemicals and associated information is available at the Health and Safety (H&S) station in the Museum and on the SoMS website.

<table>
<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>

- 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 David Cutting 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 Vincent Strack Van Schijndel 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.ohs.unsw.edu.au/
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, Department of Pathology
Location: SOMS Administration, Wallace Wurth Level 2
Phone: 9385 2528
E-mail: soohan.chup@unsw.edu.au

Ms Chup is responsible for organising lecture and tutorial timetable, assisting guest lecturers, distribution of Pathology manuals, and printing of teaching materials. Ms Chup will also assist in arranging interviews with academic staff within the Department.

**Ms Carmen Robinson**
Position: Student Advisors
Location: Room G27, Biosciences Building
Ms Robinson and Mr Ling are responsible for assistance with general enquiries, enrolment procedures and collection of assignments, special consideration and course timetable.
Phone: 9385 2464
E-mail: Carmen.Robinson@unsw.edu.au

**Mr Ryan Ling**
Position: Student advisor and Information Manager, SOMS
Location: Room G27, Biosciences Building
Please contact Mr Ling if you have any inquires related to PATH3207 materials up-loaded to this site including lectures, assignments, timetables and communications. Mr Ling also maintains materials up-loaded to Moodle and serves as student advisor.
Phone: 9385 8301
E-mail: ryan.ling@unsw.edu.au

**Mr Derek Williamson**
Position: Museum Manager
Location: Room G04 Ground Floor Samuels Building, Building F25
Mr Williamson provides support for all undergraduate teaching programs. He plays a major role in broadening the use of the Museum of Human Disease by introducing an integrated learning program for senior high school students and community interest groups. Mr Williamson Co-ordinates a network of volunteers, who assist with the supervision of visitors from outside the University.
Phone: 9385 2190
E-mail: derek.williamson@unsw.edu.au

**Mr David Cutting**
Position: Museum Technical Officer/Laboratory Manager
Location: Room G06 Ground Floor Samuels Building, Building F25
Mr Cutting is responsible for the mounting and maintenance of Pathology Museum specimens, both on campus and in the associated teaching hospitals. Contact Mr Cutting immediately if there are any broken or leaking specimens in the Museum.
Phone: 9385 1722
E-mail: davecutting@unsw.edu.au

**Ms Julia Kiss**
Position: Museum Education Officer
Location: Room G06 Ground Floor Samuels Building, Building F25
Ms Julia Kiss assists Mr Williamson in delivering Museum learning programs and coordinating volunteers.
Phone: 9385 1522
Academic Honesty and Plagiarism

The Department of Pathology will not tolerate plagiarism in submitted written work. The University regards this as academic misconduct 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.

https://student.unsw.edu.au/conduct

Your attention 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”. If you are unsure about this consult your lecturer.

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.

These principles apply to both text and footnotes of sources. They also apply to sources such as teaching materials, and to any work by any student (including the student submitting the work) which has been or will be otherwise submitted for assessment. You must obtain the prior approval of your lecturer if you wish to submit to that lecturer an essay substantially similar to one which has already been, or will be, submitted to another lecturer.

Using the principles mentioned above about proper acknowledgment, you should also proceed on the general assumption that any work to be submitted for assessment should in fact be your own work. It ought not be the result of collaboration.”

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.
Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course. Alternatively contact the Student Equity Officer (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.
## Teaching Laboratories Risk Assessments

**Medicine Teaching Laboratory**

**Student Risk Assessment**

Pathology practicals in G6/G7 & G08 & G16/G17 at Wallace Wurth for PATH3207, 2015

<table>
<thead>
<tr>
<th>Hazards</th>
<th>Risks</th>
<th>Controls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ergonomics</td>
<td>Musculoskeletal pain</td>
<td>Correct workstation set-up.</td>
</tr>
<tr>
<td>Electrical</td>
<td>Electrical shock/fire</td>
<td>Check electrical equipment in good condition before use.</td>
</tr>
<tr>
<td>Handling pots</td>
<td>Chemical spillage</td>
<td>All portable electrical equipment tested and tagged.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructions on correct manual handling of pots</td>
</tr>
</tbody>
</table>

**Workstation set-up**

- Top of monitor at eye-height
- Monitor arm-distance away
- Elbow at 90° angle
- Monitor tilt
- Adjust seat back for lumbar support

© Department of Pathology 2015
Personal Protective Equipment

All pots contain real human tissue that has been generously donated to medical science and **must be treated with appropriate respect and dignity.** Specimens are preserved in Perspex and contain a range of preserving chemicals that may be harmful. Chemicals used include formalin, pyridine, sodium dithionate. A full list of chemicals and associated MSDS information is available in the H&S Station and on the SoMS website.

**MANUAL HANDLING OF POTS**

It is recommended that all students wash their hands thoroughly as they leave practical class Chemical residues may be present on pots.

**Carry one pot at a time.** Use two hands at ALL TIMES and support the base of pot.

**Avoid rough handling and/or tilting of pots.** This can cause leaking joints or tear tissue in specimen.

**Limit the number of pots on a table at any one time.**

**SPILLS AND LEAKAGES**

If a specimen is leaking or broken, do not attempt to wipe up the spillage. Clear the area and immediately inform the Museum Manager or a member of academic staff. A spill kit will then be used to absorb the fumes.

Emergency Procedures

In the event of an alarm, follow the instructions of the demonstrator. The initial sound is advising you to prepare for evacuation and during this time start packing up your things. The second sound gives instruction to leave. The Wallace Wurth assembly point is in the lawn in front of the Chancellery. In the event of an injury inform the demonstrator. First aiders and contact details are on display by the lifts. There is a first aid kit in the laboratory and the Wallace Wurth security office.

Clean up and waste disposal

Not necessary in these practicals.

No open-toe shoes allowed

Declaration

I have read and understand the safety requirements for this practical class and I will observe these requirements.

Signature: ................................................................. Date: ..............................................

Student Number: ..............................................

Reviewed on 04/07/2015
### Hazards

<table>
<thead>
<tr>
<th>Physical</th>
<th>Biological</th>
<th>Chemical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharp plastic</td>
<td>Antibody</td>
<td>Acrylamide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Risks</th>
<th>Controls</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Stabbing’ wound of hand</td>
<td>Use disposable gloves</td>
</tr>
<tr>
<td>Inoculation/Irritant</td>
<td>Do not eat, drink or smoke in the teaching laboratory</td>
</tr>
<tr>
<td>Corrosive/Flammable</td>
<td>Use disposable gloves</td>
</tr>
<tr>
<td>Irritant/neurotoxic</td>
<td>Low concentrations of chemicals used</td>
</tr>
<tr>
<td>Irritant</td>
<td>Use disposable gloves</td>
</tr>
<tr>
<td>Mild Irritant</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chemical</th>
<th>PBS</th>
</tr>
</thead>
</table>

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### Pipetting ergonomics: to avoid aches and pain due to repetitive pipetting follow the following guides

- Adjust your chair or stool so that your elbow is at a 90° angle while pipetting.
- Adjust the height and position of sample holders, solution container, and waste receptacle so that they are all approximately the same.
- Try to work with your hands below shoulder height.
- Let go of the pipette from time to time and give the fingers/hand a break
- Do not twist or rotate your wrist while pipetting: Use minimal pressure while pipetting
- Try to switch periodically between different types of work.

For more information on preventing repetitive strain while pipetting click on [http://www.anachem.co.uk/rsi](http://www.anachem.co.uk/rsi)

---

### Personal Protective Equipment required

- Closed in Footwear: optional
- Lab. Coat: optional
- Gloves: optional
- Safety Goggles: optional

---

### Emergency Procedures

In the event of an alarm sounding, stop the practical class and wait for confirmation to evacuate from demonstrators. Then wash your hands and pack up your bags.

Follow the instructions of the demonstrators regarding exits and assembly points.

---

### Clean up and waste disposal

- Remove your gloves and dispose in the biowaste bins provided.
- Dispose of all pipette tips in the bin provided.

---

### Ethics Approval

This type of practical does not require ethics approval.

---

### Declaration

I have read and understand the safety requirements for this practical class and I will observe these requirements.

Signature:……………………………………………………………………Date:……………………………

Reviewed on 04/07/2015
Tutorials and Practical classes

Tutorial 1 – Anatomy of Bone, Cartilage and Joints

Aim:
This Tutorial aims to revise the basic anatomy of bone and joints.

Learning objectives:
At the completion of this tutorial you should be able to:
1. Outline the structure of long bones.
2. Explain the functions of the bone cells, including the osteoprogenitor cells, osteoblasts, osteocytes and osteoclasts.
3. Describe the constituents of bone, broadly represented by organic matrix and inorganic elements.
4. Discuss the structure of hyaline cartilage.
5. Outline the structure and function of synovial joints.

Task 1
You will complete an individual and group quiz, based on this week’s lectures and allocated pre-reading from Histology and Cell Biology, An Introduction to Pathology. Abraham L. Kierszenbaum. (2002): Page 114-123; page 143. This will be followed by discussion of the answers with your tutor (20 min).

Task 2
Working with your small groups, match cells that are found in the bone to the characteristics and/or function listed below and discuss your answers with your tutor (10 min).

Cell types
A. Osteoprogenitor cells
B. Osteoblasts
C. Osteoclasts
D. Osteocytes
E. Chondroblasts
F. Chondrocytes

Functions/characteristics
1. Bone forming cells located at edges of bones
2. Mature bone cells in lacunae surrounded by calcified matrix, sense changes in bone mineral content
3. Unspecialized mesenchymal cells that differentiate to bone forming cells
4. Do not form matrix but do recycle Ca\(^{+2}\) salts in matrix; can revert to osteoblasts at breaks in the bone
5. Large motile multinucleated cells derived from monocytes that break down bones
6. Immature cartilage forming cells
7. Isogenic pair of cells in a lacunae of hyaline cartilage
Task 3
Name the different zones of hyaline cartilage on a developing bone labelled 1-5 and the components indicated as 6, 7 and 8 and discuss your answers with your tutor (10 min).

Task 4
The following figure is a schematic representation of synovial joint. Working in your small groups, label the different parts of the joint and discuss your answers with your tutor (10 min).

Task 5
Working with your small groups and tutor, spend the next 10 minutes on the adaptive tutorial on bones at https://moodle.teit.unsw.edu.au/. This will support the practical class on bone and cartilage in the following hour.

Notice for next week:
Quiz for next week’s tutorial on Fractures and Osteomyelitis will be based on the lectures from the 06/08/2015 and 07/08/2015 and pre-reading of Pathologic Basis of Disease, 9th Ed. V. Kumar, R. Cotran & S Robbins (2010): Pages 1219-1221 or Robbins Basic Pathology, 9th Ed (2012) Pages 772-774. Students are expected to complete these tasks prior to their quizzes.
Practical 1– Histology Bone, Cartilage and Joints

Aim:

This practical class aims to revise the basic histology bone, hyaline cartilage and synovial joints. This will lay a foundation to facilitate better understanding of musculoskeletal pathology.

Learning objectives:

At the completion of this practical class you should be able to:

1. Identify histologically normal bone cells, including, osteoblasts, osteocytes and osteoclasts.
2. Discuss the difference between compact and spongy bone; the difference between woven and lamellar bone, and the significance of the presence of woven bone in the adult.
3. Understand the important relationship between osteoblasts and osteoclasts as the basic multicellular unit involved in bone remodelling.
4. Identify the histological features and constituents of hyaline cartilage
5. Discuss the role of hyaline cartilage and, more specifically, its chondrocytes.
6. Explain the process of endochondral and intramembranous ossification.
7. Describe the structure and importance of synovium, its constituent cells and synovial fluid.

Task 1

Examine the virtual slide labelled decalcified rib bone at http://vslides.unsw.edu.au/. Identify the different structures and cells in these sections. Use Image 1 at http://vslides.unsw.edu.au/ as a guide.

Task 2

Name the two types of lamellar bone and describe their differences. Use Image 2 at http://vslides.unsw.edu.au/ as a hint. How does lamellar bone differ from a woven bone?
Task 3
Examine the virtual slide labelled hyaline cartilage. Identify and describe the cartilage forming cells in this slide. What are the functions of hyaline cartilage? Use Image 3 at http://vslides.unsw.edu.au/ as a guide. Name three anatomical locations where you can find hyaline cartilage.

Task 4
Examine virtual slide labelled knee joint at http://vslides.unsw.edu.au/ and try to identify the different components of the synovial joint. What is the origin of synovial lining and what is its function?
Homework Tasks


2. Label the different parts of the Lumbar vertebrae shown on Image 5 at [http://vslides.unsw.edu.au/](http://vslides.unsw.edu.au/). Use your lecture notes as a reference.

3. What is the clinical significance of: A. excessive osteoblast activity; B. lack of osteoblast activity; C. defect in the mineralisation of osteoid; D. increased osteoclast activity; E. Absence of osteoclast activity?
Tutorial 2 – Fracture Healing and Complications

Aim:
This tutorial aims to provide insight into the mechanism of fracture healing, and the pathogenesis of associated local and systemic complications.

Learning objectives:
At the completion of this Tutorial you should be able to:

1. Classify fractures as; complete or incomplete, closed (simple) or compound, comminuted, displaced or not-displaced.
2. Explain the difference between “pathological” and “traumatic” fractures.
3. Describe the sequence of events in fracture healing, along a time-line, beginning with development of haematoma and soft tissue callus and concluding with bony callus formation and maturation.
4. Discuss complications of fractures and consequences of abnormal healing including delayed union, mal-union, non-union and pseudoarthrosis.
5. Outline the local and systemic complications (both immediate and delayed) of a compound fracture of the femur.

Task 1
You will complete an individual and group quiz, based on the lectures and allocated pre-reading. This will be followed by discussion of the answers with your tutor (20 min).

Task 2
Working with your small groups and tutor, spend the next 20 minutes doing the adaptive tutorial on fracture healing and complications at https://moodle.telt.unsw.edu.au/. Discuss the questions and feedback with your tutor. This will support your practical class on fracture healing in the next hour.

Task 3
Working with your small groups, name 3 common conditions that may cause pathological fracture in a 70 year old male and/or a 70 year old female. Discuss your answers with your tutor (10 min).

Notice for next week:
No quiz next week. All groups will attend a combined Practical and Tutorial class on Back Pain from 9-11 am in WW G6/G7.

© Department of Pathology 2015
Practical 2 – Histopathology of Fractures

Aim:
This practical class aims to provide insight into the clinical and histopathological features of different types of fractures and their associated local and systemic complications as well as the histopathology of osteomyelitis.

Learning objectives:
At the completion of this practical class you should be able to:

1. Distinguish different types of fractures and their clinical significances.
2. Explain the difference between “pathological” and “traumatic” fractures.
3. Describe the sequence of events in fracture healing, along a time-line, beginning with development of haematoma and soft tissue callus and concluding with bony callus formation and maturation.
4. Identify all cellular, matrix and inorganic components that contribute to the process of fracture healing
5. Determine the clinical, histopathological and radiological features of osteomyelitis.

CASE 1
A 16 year-old boy collapsed after being tackled during a game of football and was completely paralysed below the neck and could not breath unassisted. His cervical spine was immediately immobilised and he was intubated and ventilated. He died 2 hours after an X-ray was taken, and specimen 2419.16 was obtained from tissue removed at autopsy.

Task 1
Examine Image 1 (specimen 2419.16 and a spinal X-ray) at http://vslides.unsw.edu.au/ and describe the type of fracture present. What was the major clinical problem that led to the death of this patient?
Virtual slide 1 is a piece of a trabecular bone from a vertebra of a 35 year-old man who died 5 weeks after severe compression fracture of C5 following a motor vehicle accident.

**Task 2**
Examine virtual slide 1 and then formulate clinic pathological events that may be associated with the microscopic findings.
CASE 2
A 36 year-old man developed serious complications after he sustained a fracture of the lower third of the left tibia and fibula after a football accident. Image 3 shown at http://vslides.unsw.edu.au is taken at the time of admission. 6 months after the accident, below-knee amputation was performed due to serious complications shown on Image 4 (Photograph of the limb and Specimen 486.6) at http://vslides.unsw.edu.au.

Task 3
What type of fracture did the man sustain? Describe the abnormalities in specimen 486.6 and the associated photograph and state your diagnosis?

Task 4
Revisit virtual slide 2 and find the histopathological features highlighted in the adaptive tutorial.
CASE 3
Specimen 1329.15 (Image 5) was an incidental finding during an autopsy of a 57 year-old man who died from a suspected myocardial infraction. He had a history of traumatic femoral fracture some years ago. An archival X-ray at the time of his accident is shown on Image 4 at http://vslides.unsw.edu.au/.

Task 5
Examine the X-ray and determine the type of fracture in this man? Explain the sequence of events that resulted to this outcome.

Task 6
Based on your understanding of compound fracture of the femoral neck, what are the early, intermediate and late complications?
Homework Tasks:

Specimen 513.18 and the associated X-ray (Image 5) and virtual slide 3 linked to [http://vslides.unsw.edu.au/](http://vslides.unsw.edu.au/) were obtained at autopsy on a 73 year old male who died due to complications related to this disease.

**Task 1**
Examine the images of the patient and the X-ray and state your diagnosis? What type of fracture would this disease cause?

**Task 2**
Visit the Museum of Human Disease and examine the following additional specimens: 250.6, 514.6, 763.6, 743B.6, 1071.6 1223.6, 2997.6 and 743A.15. Use Images of Diseases site as a guide.
Practical/Tutorial 3 – Back pain

Aim:

This aim of this topic is to alert you to the wide differential diagnosis of back pain (an extremely common symptom). In particular, you should become familiar with the pathological processes that may induce back pain. You should also be able to briefly outline the investigations that can establish the diagnosis.

Learning objectives:

At the completion of this practical class you should be able to:

1. List the common sources of back pain, both somatic and visceral.
2. Distinguish between the classical clinical features of mechanical and inflammatory back pain.
3. Outline the pathogenesis of lumbar intervertebral disc degeneration and prolapse, and describe the clinical syndromes that may ensue.
4. Define the terms “spondylolisthesis” and “facet joint degeneration”, and explain how these disorders may cause back pain.

CASE 1

A 42 year-old man was admitted to hospital with severe back pain after a fall from a ladder. On examination he was able to move his extremities and his sensory and motor functions were intact. His lower back was bruised and was tender on palpation.

Task 1

Examine the X ray at [http://vslides.unsw.edu.au/](http://vslides.unsw.edu.au/) and locate the likely source of his back pain. List other possible causes of back pain in this patient. What are the possible complications of this injury?

Task 2

Specimen 1318.16 was obtained from a patient who was admitted to the hospital with upper back pain after a motor vehicle accident and died five weeks later. Describe the abnormalities in the specimen and discuss the possible causes of death in this patient. Use Images of Diseases website for additional description of 1318.16.
CASE 2

A 35 year-old woman visited her local GP with severe lower back pain shooting down her right buttock and stiffness that started after she lifted a heavy object 2 months ago.

An MRI the lumbosacral spine, performed after the visit to her GP is displayed at: http://vslides.unsw.edu.au/

Task 3
Examine the MRI and an enhanced artist graphics of the MRI and state your diagnosis. Are the location of the lesion and the age of the patient common for this condition? How does this condition differ from spinal canal stenosis shown at: http://vslides.unsw.edu.au/?

Despite treatment with NSAIDs and physiotherapy over the next 6 months, her pain persisted and extended to her right leg reaching the little toe.

Task 4
How do you explain the progression of her pain? What are the complications of this condition if left untreated?
CASE 3
A 64 year-old man presented with loss of weight and a persistent cough with greyish sputum, which had become streaked with blood. A chest X-ray showed a mass occupying the upper 1/3 of the right side of the thorax. He developed progressive paralysis 4 months before his death and an X-ray of the lumbosacral spine was performed (see the X-ray image of the patient at http://vslides.unsw.edu.au/)

Task 5
What abnormalities are evident on the X-ray? What is your differential diagnosis? What other investigations would confirm your diagnosis?

Task 6
Examine Specimen 250.6 taken at autopsy of this patient and describe the abnormalities. Use Images of Diseases website for further description.
CASE 4
A 30 year-old man complained of recurrent episodes of back pain and joint stiffness for the past 2 years. On investigation, he had a raised erythrocyte sedimentation rate of 48 mm/h, a mild anaemia (Hb 106g/L) but no detectable serum rheumatoid factor. He responds to low dose of steroids and NSAIDs and gets into remission for few weeks. The patient’s X-ray and photograph are displayed at [http://vslides.unsw.edu.au/](http://vslides.unsw.edu.au/).

Task 7
Describe the abnormalities on the X-ray and the patient and state the likely diagnosis? What other clinical manifestations would you expect? What other investigations would help to confirm the diagnosis?

Task 8
What is known about the pathogenesis of this disease?
CASE 5
A 20 year-old woman presented with back pain and difficulty in mobilizing following a motor vehicle accident 3 months previously. Her X rays, CT scan and MRI did not reveal any fracture, dislocation or prolapsed disc other than the incidental finding shown at http://vslides.unsw.edu.au/

Task 9
What is this condition? What possible surgical emergency is this associated with?

Task 10
In the absence of any radiological abnormalities, what are the most common causes of back pain following a motor vehicle accident?

Information for next week
Quizzes for next week’s tutorial on Bone Tumours and Multiple Myeloma will be based on the lectures from the 20/08/2015 and 21/08/2015 and pre-reading of Pathologic Basis of Disease, 9th Ed. V. Kumar, R. Cotran & S Robbins (2010): Pages 609-611; pages 1225-1228; page 1232 and page 1235 or Robbins Basic Pathology, 9th Ed (2012): Pages 774-781 and 437-439. Students are expected to complete these tasks prior to their quizzes.
Tutorial 4 – Bone Tumours

Aim:
The aim of this tutorial is to review the pathophysiology and briefly describe investigation of common neoplasms occurring in bone.

Learning objectives:
At the completion of this tutorial you should be able to:

1. List the common neoplasms occurring in bone in approximate order of frequency.
2. Compare the epidemiology, cell of origin, clinical behaviour, risk factors and radiographic appearances of osteosarcoma, chondrosarcoma, Ewing sarcoma and giant cell tumour of bone.
3. Name primary neoplasms that are most likely to metastasise to bone and describe the common locations, and their clinical effects on the bone.
4. Understand the pathophysiology of multiple myeloma in terms of infiltration of bone, the presence of secreted para-protein in serum and/or urine and processes leading to renal impairment and immunodeficiency.

Task 1
You will complete an individual and group quiz, based on the lectures and allocated pre-reading. This will be followed by discussion of the answers with your tutor (20 min).

Task 2
Working with your small group, fill in the table with the outlined key features for each of the following bone/cartilage tumours. Discuss your finding with your colleagues and tutor (20 min)

<table>
<thead>
<tr>
<th>Lesion</th>
<th>Common locations</th>
<th>Usual age</th>
<th>Cell type and features</th>
<th>Benign or malignant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Osteosarcoma</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Osteoid osteoma</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ewing’s sarcoma</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Osteochondroma</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chondrosarcoma</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task 3
Name a primary tumour that commonly metastasises to the bone in a) women and b) men. Discuss the typical locations of skeletal metastases and their clinical effects (10 min).

Task 4
Tutors will discuss with the group the definition of multiple myeloma, its local effects to the bone and bone marrow, its systemic effects to the kidney, joints and hematopoietic system (10 min).

Notice for next week:
Quiz for the tutorial on Arthritis in Week 5 will be based on the lectures from the 27/08/2015 and 28/08/2015 and pre-reading of Pathologic Basis of Disease, 9th Ed. V. Kumar, R. Cotran & S Robbins (2010): Pages 1235-1240 and pages 1242-1245 or Robbins Basic Pathology, 9th Ed (2012): Pages 782-790. On your own, search the literature and find out the causes, clinical features and common locations of septic arthritis. Students are expected to complete these tasks prior to their quiz.

Practical 4 – Bone tumours

Aim:
The aim of this practical is to review the histopathology and briefly describe the clinical appearances and investigation of common neoplasms occurring in bone.
Learning objectives:

At the completion of this practical class you should be able to:

1. Describe the clinical, histological and radiographic features of benign and malignant primary bone neoplasms.
2. Understand osteolytic and osteosclerotic effects of metastatic bone tumours and provide typical examples.
3. Describe clinical effects and investigative abnormalities associated with bony metastases.
4. Define the term “multiple myeloma” and discuss the pathophysiology of this disorder in terms of infiltration of bone and the presence of secreted para-proteins in serum and/or urine.
5. Explain the development of renal impairment and immunodeficiency in patients with multiple myeloma.

CASE 1

A 13 year-old boy presented with a three week history of intermittent ache above his left knee. He had not suffered any recent injury. On examination there was a tender swelling on the lateral aspect of the distal left femur as shown on Image 1 at http://vslides.unsw.edu.au/. There were no other abnormal physical findings.

Task 1

Describe the X-ray, bone scan and MRI of his left femur shown as Image 2 at http://vslides.unsw.edu.au/. What further investigations do you consider appropriate to establish a definitive diagnosis?

On the basis of the results of a biopsy of the lesion, the boy underwent major surgery. Virtual slide 1 was prepared from tissue removed at operation. Specimen 237.6 is representative of the tissue removed at operation.

Task 2

Write a brief description of the abnormalities in virtual slide 1, correlate the microscopic appearance with the macroscopic appearances in Specimen 236.7 and state your diagnosis.
Task 3
If remained untreated, what is the typical natural history of this disease?
CASE 2
A previously healthy 60 year-old man presents with 3 months history of continuous dull back pain, worse at night. Over the last 3 weeks, he has developed a cough and increasing fatigue. On examination he has generalised bony tenderness with crepitation and abnormal movement of the left upper arm, as well as evidence of pneumonia. He is noted on radiography to have osteolytic lesions and a pathological fracture of the left humerus, shown as Image 4 at http://vslides.unsw.edu.au/

The results of four investigations are shown below:

### Full Blood Count

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Value</th>
<th>Normal Range</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haemoglobin (g/L)</td>
<td>90</td>
<td>115-165</td>
<td></td>
</tr>
<tr>
<td>RCC (x 10^{12}/L)</td>
<td>2.9</td>
<td>3.8-5.8</td>
<td></td>
</tr>
<tr>
<td>PCV</td>
<td>0.32</td>
<td>0.37-0.47</td>
<td></td>
</tr>
<tr>
<td>MCV (fL)</td>
<td>95</td>
<td>80-100</td>
<td></td>
</tr>
<tr>
<td>MCH (pg)</td>
<td>31</td>
<td>27-32</td>
<td></td>
</tr>
<tr>
<td>MCHC (g/L)</td>
<td>326</td>
<td>300-350</td>
<td></td>
</tr>
<tr>
<td>WCC (x10^{9}/L)</td>
<td>9.0</td>
<td>4.0-11</td>
<td></td>
</tr>
<tr>
<td>Neutrophils</td>
<td>8.1</td>
<td>2.0-7.5</td>
<td></td>
</tr>
<tr>
<td>Lymphocytes</td>
<td>0.5</td>
<td>1.5-4.0</td>
<td></td>
</tr>
<tr>
<td>Monocytes</td>
<td>0.1</td>
<td>0.2-0.8</td>
<td></td>
</tr>
<tr>
<td>Eosinophils</td>
<td>0.1</td>
<td>0.04-0.4</td>
<td></td>
</tr>
<tr>
<td>Platelets (x10^{9}/L)</td>
<td>158</td>
<td>150-400</td>
<td></td>
</tr>
<tr>
<td>ESR (mm/hr)</td>
<td>120</td>
<td>3-12</td>
<td></td>
</tr>
</tbody>
</table>

### Clinical Biochemistry

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Value</th>
<th>Normal Range</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sodium (mmol/L)</td>
<td>148</td>
<td>135-145</td>
<td></td>
</tr>
<tr>
<td>Potassium (mmol/L)</td>
<td>2.8</td>
<td>3.5-5.0*</td>
<td></td>
</tr>
<tr>
<td>Chloride (mmol/L)</td>
<td>100</td>
<td>95-107</td>
<td></td>
</tr>
<tr>
<td>Calcium (mmol/L)</td>
<td>3.6</td>
<td>2.10-2.55*</td>
<td></td>
</tr>
<tr>
<td>Phosphate (mmol/L)</td>
<td>2.3</td>
<td>0.8-1.5*</td>
<td></td>
</tr>
<tr>
<td>Uric Acid (μmol/L)</td>
<td>525</td>
<td>200-500*</td>
<td></td>
</tr>
<tr>
<td>Alkaline Phosphatase (U/L)</td>
<td>70</td>
<td>36-126</td>
<td></td>
</tr>
<tr>
<td>Urea (mmol/L)</td>
<td>9.8</td>
<td>3.0-8.0*</td>
<td></td>
</tr>
<tr>
<td>Creatinine (μmol/L)</td>
<td>125</td>
<td>60-110*</td>
<td></td>
</tr>
<tr>
<td>Parathyroid hormone (pmol/L)</td>
<td>1.3</td>
<td>1.1-6.9</td>
<td></td>
</tr>
</tbody>
</table>

**Urinalysis:** Large amount of protein, neutrophils and bacteria detected

**Serum Protein Electrophoresis and Bone Marrow Aspiration:** see Image 5 at http://vslides.unsw.edu.au/
Task 4
Examine virtual slide 2 and write a brief report.

Task 5
Putting together the history and the investigative findings, state your diagnosis? What is the prognosis of this condition?
CASE 3

Task 6

Virtual slide 3 was obtained from the head of femur surgically removed from an elderly man who complained lower back and hip pain for 4 weeks that limited his mobility. He had a long history of urinary tract obstruction that was surgically treated followed by radiotherapy. Bone scan and pelvic X ray at the time of the operation are shown on Image 6 at http://vslides.unsw.edu.au/

Describe the abnormalities on Image 6 and virtual slide 3? What is the diagnosis?

Task 7

Examine specimen 1469.20, 1293.20, 2959.20, 507.8 and 1206.9, and their snapshot images labelled as Image 7 at http://vslides.unsw.edu.au/. Also use the Images of Diseases website for detailed description of each specimen.

A. Which of the following specimens is likely to be obtained from this man?

B. Which of the specimens is unlikely to metastasise to bone?

C. Describe the predominant radiological appearances produced by skeletal metastasis from each primary cancer.
Case 4

Homework task

A 66 year-old man experienced an episode of pain at the right costal margin, which soon subsided. Chest X-ray at the time of admission, shown as Image 8 at http://vslides.unsw.edu.au/, revealed a circumscribed lesion, thought to be in the lung.

Task 1

What further information would you seek from the patient and/or what examination would you perform to distinguish between a lesion originating from the lung or the chest wall?

A thoracic CT scan shown as Image 9 at http://vslides.unsw.edu.au/ indicated an expansile lesion (arrow) in a right upper rib, exhibiting several benign features: sharp margins, no aggressive periosteal reaction, and no soft tissue mass.

On the basis of this report thoracotomy was performed, specimen 362.6 (Image 10 at http://vslides.unsw.edu.au/) was removed and virtual slide 4 prepared. Postoperative progress was satisfactory.

Task 2

Examine specimen 362.6, write a brief histopathological report on virtual slide 4 and state your diagnosis.

Task 3

Review the following additional specimens: 867.6, 2303.3, 2004.6, 3230.6, 2498.6, 2320.6, 922.6, 1260.6 and 1469.20.
Tutorial 5 – Arthritis

Aim
The aim of this tutorial is to understand the aetiology, pathogenesis and clinical features of common joint disorders.

Learning objectives
At the completion of this practical class you should be able to:

1. Compare and contrast the clinical features of osteoarthritis with those of rheumatoid arthritis.
2. Describe the changes in the synovial fluid in the common types of arthritis.
3. Explain the pathogenesis of the extra-articular complications of rheumatoid disease.
4. Outline the features of "anaemia of chronic disease", also known as "anaemia of inflammation".
5. Define the term "tophus" and describe its macroscopic features.

Task 1
You will complete an individual and group quiz, based on lectures and allocated pre-reading. This will be followed by discussion of the answers with your tutor (20 min).

Task 2
Working with your small groups and under the guide of your tutor, complete the adaptive tutorial on arthritis at at [https://moodle.telt.unsw.edu.au/](https://moodle.telt.unsw.edu.au/) (20 min). This adaptive tutorial will support the practical class on arthritis. You will be asked to identify clinical, radiological and histopathological features associated with rheumatoid arthritis and osteoarthritis.
Task 3
Complete the table summarising the appearance and pathological features of synovial fluid in osteoarthritis, rheumatoid arthritis, gout and acute staphylococcus arthritis. Discuss the underlying processes leading to each synovial fluid profile (20 min).

<table>
<thead>
<tr>
<th></th>
<th>Osteoarthritis</th>
<th>Rheumatoid Arthritis</th>
<th>Gout</th>
<th>Staphylococcus Arthritis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viscosity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Cells (cells/mm³)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neutrophils %</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protein content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polarising Microscopy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notice for next week:
No quiz on week 6, week 7 and week 8. There will be MIDSESSION EXAM on week 6, 05/09/2015; 9-11am, FEEDBACK/REVISION on week 7, 12/09/2015, 9-11am and all groups will attend Evidence Based Symposium on their designated lecture theatres on week 8 (see Timetable for Evidence Based Symposium on Moodle at https://moodle.telt.unsw.edu.au/)

The quiz for week 9 tutorial on Metabolic Bone Diseases will be based on the lecture from 24/09/2015 and pre-reading of Pathologic Basis of Disease, 9th Ed. V. Kumar, R. Cotran & S Robbins (2010); Pages 1214-1219; pages 1209-1210 and pages 433-436 or Robbins Basic Pathology, 9th Ed (2012); Pages 298-300; 735-738; 766-772. Students are expected to complete these tasks prior to their quiz.
Practical 5 – Histopathology of Arthritis and Clinical correlations

Aim
The aim of this practical class is to correlate the macroscopic and microscopic features of various types of arthritis with their clinical manifestations.

Learning objectives
At the completion of this practical class you should be able to:

1. Contrast the macroscopic and microscopic features of osteoarthritis with those of rheumatoid synovitis.
2. Describe the changes in the synovial fluid in the common types of arthritis.
3. Define "rheumatoid factor" and explain its diagnostic significance.
4. Explain the pathogenesis of the extra-articular complications of rheumatoid disease.
5. Define the term "tophus" and describe its macroscopic and microscopic features.

CASE 1
Image 1 at http://vslides.unsw.edu.au/ shows an X ray and MRI of a knee joint obtained from an elderly male who had a long history of pain in the right hip and knee that get worse on use. This caused him severe limitation of mobility. 3 years after these images, the patient’s conditions got worst requiring surgery. Virtual slide 1 was prepared from tissue specimen collected at the time of surgery.

Task 1
Describe the abnormalities in the diagnostic images, write a brief histopathological report and state your diagnosis.

Task 2
Specimen 993.18 shown as Image 2 at http://vslides.unsw.edu.au/ is a knee joint from a patient with osteoarthritis. Identify 3 macroscopic abnormalities consistent with this disease.
Task 3

The patient has previously undergone two operations on his hips shown on Image 3 at http://vslides.unsw.edu.au/
What complications may occur in patients that undergo such procedures?
CASE 2

A 57 year-old woman with a history of relapsing and remitting polyarthritis in her hands and feet for the last 20 years presented with exacerbation of her joint pain. She reported increasing early morning joint stiffness, fatigue and weight loss. Examination revealed low grade fever, symmetrical deformities of the metacarpophalangeal and proximal interphalangeal joints of hands as well as her elbows, knees and feet. There was limitation of movement in all involved joints. The patient appeared pale. Image 4 at http://vslides.unsw.edu.au/ is a photograph of her hands on arrival.

Task 4

Interpret the results of the following investigations and state the likely diagnosis.

<table>
<thead>
<tr>
<th>Full Blood Count</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Haemoglobin (g/L)</strong></td>
</tr>
<tr>
<td>RCC (x 10^12/L)</td>
</tr>
<tr>
<td>PCV</td>
</tr>
<tr>
<td>MCV (fL)</td>
</tr>
<tr>
<td>MCH (pg)</td>
</tr>
<tr>
<td>MCHC (g/L)</td>
</tr>
<tr>
<td>WCC (x10^9/L)</td>
</tr>
<tr>
<td>Neutrophils</td>
</tr>
<tr>
<td>Lymphocytes</td>
</tr>
<tr>
<td>Monocytes</td>
</tr>
<tr>
<td>Eosinophils</td>
</tr>
<tr>
<td>Platelets (x10^9/L)</td>
</tr>
<tr>
<td>ESR (mm/hr)</td>
</tr>
</tbody>
</table>

**RHEUMATOID FACTOR:** Positive with a titer of 1: 640.

**ANTI-CYCLIC CITRULLINATED PEPTIDE (CCP) ANTIBODIES:** Strongly positive.

**ANTINUCLEAR ANTIBODIES:** Negative with a titer of <1:20

Image 5 linked to http://vslides.unsw.edu.au/ is an X-RAY and MRI of the patient’s hands and wrist.
Task 5
Name 4 extra-articular complications of this disease and their underlying pathological mechanisms?

Task 6
Revisit virtual slide 2 and find the histopathological features highlighted in the adaptive tutorial.
Homework Tasks

An obese 64 year-old man had a 3 cm diameter, irregular, firm lump removed from the subcutaneous tissue of the elbow. He was hypertensive and had a past history of recurrent arthritis. The photograph shown as Image 6 at http://vslides.unsw.edu.au/ was taken prior to his surgery and virtual slide 3 was prepared from the excised tissue.

Task 1
Examine Image 6 and virtual slide 3 at http://vslides.unsw.edu.au/ and state your differential diagnosis? What further investigation would you perform to confirm diagnosis?

Task 3
What precipitates acute joint inflammation in patients with this condition?

Task 3
Specimen 331.6 (Image 7 at http://vslides.unsw.edu.au/) was taken post-mortem from a 55 year-old man. Write a brief description and diagnosis. What other conditions may cause nodules on the fingers and around the forearm?
Tutorial 6 - Metabolic bone diseases

Aim:

This tutorial class focuses on the definition, aetiology and pathogenesis of metabolic bone diseases.

Learning objectives:

At the completion of this practical class you should be able to:

1. Outline the pathogenesis and clinical course of osteoporosis (primary and secondary).
2. Discuss the methods of prevention of post-menopausal osteoporosis.
3. Construct a table comparing the biochemical and radiographic abnormalities associated with Osteoporosis, Osteomalacia, Rickets, and Hyperparathyroidism, Paget disease of bone and Renal osteodystrophy.

Task 1
You will complete an individual and group quiz, based on the lectures and allocated pre-reading. This will be followed by discussion of the answers with your tutor (20 min).

Task 2
Working with your small group, describe the pathogenesis of the following metabolic diseases and construct a table that compares the serum biochemical investigations and radiological findings of each disease (20 min).

<table>
<thead>
<tr>
<th>Underlying cause</th>
<th>Primary Osteoporosis</th>
<th>Rickets</th>
<th>Primary Hyperparathyroidism</th>
<th>Renal Osteodystrophy</th>
<th>Paget disease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sodium (mmol/L)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Potassium (mmol/L)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chloride (mmol/L)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calcium (mmol/L)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phosphate (mmol/L)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alkaline Phosphatase (U/L)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-Hydroxy vitamin D (nmol/L)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parathyroid hormone (pmol/L)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urea (mmol/L)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creatinine (µmol/L)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Task 3
Working with your small groups and tutor, answer the set of questions related to the case history of a 40 year-old woman in the adaptive tutorial at https://moodle.telt.unsw.edu.au/ (20 min). We will briefly revisit this case during the practical class.
Practical 6 – Clinico-Pathological Correlation of Metabolic bone diseases

Aim:
This practical class focuses on Osteoporosis as a major cause of morbidity and mortality in the community. Other metabolic bone diseases and their clinical features are also covered.

Learning objectives:
At the completion of this practical class you should be able to:

1. Define the term “Osteoporosis”.
2. Outline the pathogenesis and clinical course of Osteoporosis (primary and secondary).
3. Discuss the methods of prevention and the investigation of post-menopausal osteoporosis.
4. Explain the pathophysiology of the other metabolic bone diseases; Osteomalacia, Rickets, Hyperparathyroidism, Paget disease of bone and Renal osteodystrophy.

CASE 1
A 70 year-old woman with a history of chronic back pain was recently admitted to the hospital with a femoral neck fracture after a fall in her backyard. In the past 3 years she has become increasingly inactive and lost 5cm of her original height.

Her Clinical Biochemistry is shown below:

<table>
<thead>
<tr>
<th>Clinical Biochemistry</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sodium (mmol/L)</td>
<td>140</td>
<td>135-145</td>
</tr>
<tr>
<td>Potassium (mmol/L)</td>
<td>3.8</td>
<td>3.5-5.0</td>
</tr>
<tr>
<td>Chloride (mmol/L)</td>
<td>99</td>
<td>95-107</td>
</tr>
<tr>
<td>Calcium (mmol/L)</td>
<td>2.2</td>
<td>2.10-2.55</td>
</tr>
<tr>
<td>Phosphate (mmol/L)</td>
<td>1.3</td>
<td>0.8-1.5</td>
</tr>
<tr>
<td>25-Hydroxy vitamin D (nmol/L)</td>
<td>65</td>
<td>50-140</td>
</tr>
<tr>
<td>Alkaline Phosphatase (U/L)</td>
<td>78</td>
<td>36-126</td>
</tr>
<tr>
<td>Urea (mmol/L)</td>
<td>6.5</td>
<td>3.0-8.0</td>
</tr>
<tr>
<td>Creatinine (µmol/L)</td>
<td>85</td>
<td>60-110</td>
</tr>
</tbody>
</table>

Task 1
How do you interpret the above results? What is your diagnosis? What further investigations would you perform to confirm your diagnosis?
Examine the results of her L2-L4 dual energy X-ray absorbitometry (DEXA) shown on Image 1 at http://vslides.unsw.edu.au/ and plotted (black spot) over a reading from a woman of the same age and race.

Task 2
Is the bone mineral density (BMD) of this woman normal? How severe is her condition?

The X-ray from her hip and the vertebrae are shown on Image 2 and specimen 598.6 (Image 3) shown at http://vslides.unsw.edu.au/ were obtained from another elderly patient who died due to complications related to a recent hip fracture.

Task 3
Examine specimen 598.6 and the X-ray images and list your observations. What are the clinical consequences of this condition and how might have these prevented? What are the primary and secondary causes of this disease?
CASE 2

Tasks 4, 5 and 6 are related to the 40 year-old woman with primary hyperparathyroidism featured in your adaptive tutorial:

Task 4
Interpret the following clinical biochemistry of this patient prior to her surgery and identify the key abnormalities that distinguish her primary hyperparathyroidism from secondary hyperparathyroidism.

<table>
<thead>
<tr>
<th>Clinical Biochemistry</th>
<th>140</th>
<th>135-145</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sodium (mmol/L)</td>
<td>140</td>
<td>135-145</td>
</tr>
<tr>
<td>Potassium (mmol/L)</td>
<td>3.8</td>
<td>3.5-5.0</td>
</tr>
<tr>
<td>Chloride (mmol/L)</td>
<td>100</td>
<td>95-107</td>
</tr>
<tr>
<td>Calcium (mmol/L)</td>
<td>3.2</td>
<td>2.10-2.55*</td>
</tr>
<tr>
<td>Phosphate (mmol/L)</td>
<td>0.5</td>
<td>0.8-1.5*</td>
</tr>
<tr>
<td>25-Hydroxy vitamin D (nmol/L)</td>
<td>95</td>
<td>50-140</td>
</tr>
<tr>
<td>Alkaline Phosphatase (U/L)</td>
<td>142</td>
<td>36-126*</td>
</tr>
<tr>
<td>Urea (mmol/L)</td>
<td>6.5</td>
<td>3.0-8.0</td>
</tr>
<tr>
<td>Creatinine (µmol/L)</td>
<td>85</td>
<td>60-110</td>
</tr>
<tr>
<td>Parathyroid hormone (pmol/L)</td>
<td>173</td>
<td>1.1-6.9</td>
</tr>
</tbody>
</table>

Task 5
Describe the specimen 1141.22 (Image 4 at http://vslides.unsw.edu.au/) that was taken from this patient to treat her primary hyperparathyroidism. What investigation would you perform in this tissue to confirm diagnosis?

Task 6
Briefly revisit virtual slide 1, describe the sequence of events leading to the changes in the histology and name 4 complications of hyperparathyroidism.
CASE 3
A 79 year-old man died from serious complications of a long-standing metabolic bone disease characterised by highly disorganised bone turnover. CT scan and X-ray of this man’s skull and X-ray of his upper arm are shown on Image 5 at http://vslides.unsw.edu.au/.

Task 7
Describe the abnormalities on these diagnostic Images. What do labels 1, 2 and 3 on the humerus represent? What is your provisional diagnosis? Use specimen 2997.6, 1981.6 and 514.6 on the Images of disease website for additional information.

Virtual slide 2 was prepared from this patient at post-mortem.

Task 8
Examine virtual slide 2 at http://vslides.unsw.edu.au/, write a brief histopathological report and state your diagnosis. How might this condition have presented clinically? What are the complications of this disease?
CASE 4

Homework task

A 2 year-old girl presented with shortened and deformed lower extremities and failure to walk properly. She was recently adopted from a poorly managed Romanian state orphanage where she spent most of her life confined to her bed. On physical examination she was irritable and apathetic with a height and weight below the 5th percentile. There was delayed psycho-motor and speech development. Multiple deformities of the skeleton including poorly formed teeth, severe bowing of the tibias bilaterally (45 degrees), pigeon chest (pectus carinatum) and bilateral widened wrists were evident.

A photograph of the child and her lower limb and wrist X-rays are shown on Image 6 at http://vslides.unsw.edu.au/ and her clinical biochemistry is shown below:

<table>
<thead>
<tr>
<th>Clinical Biochemistry</th>
<th></th>
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</tr>
<tr>
<td>25-Hydroxy vitamin D (nmol/L)</td>
<td>25</td>
<td>50-140*</td>
</tr>
<tr>
<td>Alkaline Phosphatase (U/L)</td>
<td>155</td>
<td>36-126*</td>
</tr>
<tr>
<td>Urea (mmol/L)</td>
<td>4.5</td>
<td>3.0-8.0</td>
</tr>
<tr>
<td>Creatinine (µmol/L)</td>
<td>75</td>
<td>60-110</td>
</tr>
</tbody>
</table>

Task 1

How do you interpret the above results? What is your diagnosis?

Task 2

Examine virtual slide 3 taken from a child with rickets. Identify evidences of insufficient bone formation. Describe the aetiology and pathogenesis of rickets. What are the clinical consequences of this disease?

Task 3

What are the causes of vitamin D deficiency in children? Name 3 causes of osteomalacia in adults.
Practical/Tutorial 7– Skeletal Muscle diseases

Aim:
This practical class aims to familiarise you with diseases of muscle and places particular emphasis on the clinical features of these diseases.

Learning objectives:
At the completion of this practical class you should be able to:

1. Outline the components of normal skeletal muscle.
2. Describe the clinical course, pathogenesis and genetics of the X-linked muscular dystrophies.
3. List the autosomal muscular dystrophies.
4. Compare the clinical course and histopathologic changes of myotonic dystrophy with Duchenne muscular dystrophy.
5. Classify the various myopathies based on the major disease processes and appreciate their relative importance.
6. Discuss polymyositis as an example of inflammatory myopathy.
7. Understand the indications for muscle biopsy.

Aim: To set-up and analyse laboratory assays and histology used to diagnose muscular dystrophy

Methods: Western blotting, Autoradiography, Immunohistochemistry

Materials: SDS-PAGE gels, buffer and electrophoresis equipment, patient and transgenic mouse muscle samples from biopsy, images showing immunohistochemistry from normal and dystrophic patient samples

Results: Attempt to answer tasks on sheets provided

Outcomes: Discuss the types of assays we have used today and their relevance in the diagnosis of this disease. Describe your interpretation of the results.
STATION 1:

**SDS-PAGE (Sodium Dodecyl Sulphate-PolyAcrylamide Gel Electrophoresis):**

Muscle samples were taken from normal and dystrophic patients and prepared to enrich for dystrophin protein; 10% mini-gels will be loaded with normal and dystrophic protein samples; These gels (which now contain protein) are blotted to membranes and assayed with an antibody to dystrophin; This assay is called Western blotting and is used to detect levels of expressed protein.

**Tasks:**

1. Why are molecular weight markers used in this assay?
2. In which direction do proteins migrate when being electrophoresed through a PAGE gel?
3. Discuss the relevance of this assay.
STATION 2:

AUTORADIOGRAPHY

Once Western blotting with the dystrophin antibody has been performed, detection of protein expression is facilitated by exposure of the antibody signal to an X-ray film. This film is then developed and the result can be visualised.

Tasks:

1. Assess the banding pattern on the autoradiogram and describe what is seen in each lane.
2. Which lane contains the individual with dystrophic muscle?
3. What is your diagnosis of the protein expression seen?
4. Discuss the interpretation of this result.
STATION 3:

IMMUNOHISTOCHEMISTRY

Biopsies have been taken from patients with normal and dystrophic muscles; Histological techniques were then applied to these samples; Immuno-staining with the same dystrophin antibody (as the primary) used in Western blotting; Detection of dystrophin was visualised with a second antibody (as the secondary) which contains a fluorescent label.

Task:
1. Describe the location of the fluorescent signal.
2. Is this the case for a patient with muscular dystrophy?
3. Comment of the value of this technique in the analysis of muscular dystrophy.

Notice for next week:
No quiz next week. All groups will attend a combined Practical and Tutorial class on Head injury and Shock from 9-11am in WW G6/G7
Practical/Tutorial 8 – Head injury and Shock

Aim:
The aim of this topic is to review the common causes of head injury and discuss the pathophysiology of shock.

Learning objectives:
At the completion of this practical class you should be able to:

1. Describe the various types of intracranial haemorrhage, their common sites and factors predisposing to their development.
2. Summarise the effects of raised intracranial pressure.
3. Outline the causes of shock.
4. Discuss the pathophysiology of acute renal failure and adult respiratory distress syndrome following severe trauma.

CASE 1
A 30 year-old horse trainer was brought to hospital by ambulance 45 minutes after being kicked by a horse on the left side of the head. He had briefly lost consciousness immediately following the blows. On arrival to the hospital he was confused but conscious, and was therefore sent for an urgent skull X-ray. While in the radiology department, his condition deteriorated rapidly and he lapsed into coma. He died 8 hours after admission. Post mortem examination revealed a depressed skull fracture. Image 1 shown at [http://vslides.unsw.edu.au/](http://vslides.unsw.edu.au/) and specimen 675.29 were taken short before death and at autopsy respectively.

Task 1
What is your diagnosis?

Task 2
What is the main pathological change in specimen 675.29? Use the Images of Disease website ([http://iod.med.unsw.edu.au/](http://iod.med.unsw.edu.au/)) as a guide.
Task 3
What might have caused his death?

CASE 2

Specimen 1479.17 and Image 2 at http://vslides.unsw.edu.au/ were obtained from a 46 year-old man who suffered a severe head injury after falling from the 4th floor of a building. He lost consciousness immediately after the accident and rapidly deteriorated and died as a consequence of increased intracranial pressure (ICP).

Task 4
What is your diagnosis?

Task 5
What are the clinical manifestations of raised ICP?

Task 6
What are the complications of raised ICP?
CASE 3

Specimen 2277.17 and Image 3 at http://vslides.unsw.edu.au/ were obtained from a 60 year-old male alcoholic who was found in a park semi-conscious with minor bruises to his face and his scalp. He was suspected by the police to be intoxicated, and was kept at the police station for the night to sober up un-attended. Next morning he was found dead in his cell. Post-mortem examination found an old blood clot covering 2/3rd of the parietal lobe of his brain.

Task 7

What is your diagnosis, and how could this condition have occurred?

Task 8

What abnormalities might you expect to see in the underlying brain tissue?

Task 9

What might have been the clinical manifestations of this condition prior to the death of the patient?
CASE 4

Specimens 288.29 and 399.29 (Image 4 at http://vslides.unsw.edu.au/) were obtained at autopsy from a 58 year-old woman who suddenly collapsed in her bathroom. Apart from a history of occasional headaches and mild hypertension, she was well prior to her death.

Task 10

What is your diagnosis?

Task 11

What are the main pathological changes in specimens 288.29 and 399.29?

Task 12

How might this condition occur?
CASE 5

Specimens 2913.29 and 732.29 (Image 5 at http://vslides.unsw.edu.au/) at were obtained from two patients who died following intracerebral haemorrhage. Patient A had a history of chronic hypertension and patient B had a history of ischaemic heart disease.

Task 13

What are the main pathological changes in specimens 2913.29 and 732.29?

Task 14

Which specimen is most likely to belong to patient A and which one to patient B?

Task 15

Name three other causes of intracerebral haemorrhage.
CASE 6

Virtual slide k97.svs at http://vslides.unsw.edu.au/ was prepared from tissue taken at post mortem from a woman who died due to massive blood loss. Firstly, determine the source of the tissue and decide which part of the slide shows the most prominent change. List any of the changes you can observe. Are these changes consistent with your understanding of massive blood loss and hypovolemic shock? What is your diagnosis?

CASE 7

Examine virtual slide PATH5701.svs at http://vslides.unsw.edu.au/ that shows one of the consequences of septic shock. Write a histopathological report. What is your diagnosis? What clinical manifestations could arise? Name two major pathogenetic mechanisms leading to this condition.

CASE 8

Virtual slide PATH6839.svs at http://vslides.unsw.edu.au/ is an example of acute respiratory distress syndrome (ARDS), which often complicates massive trauma and shock. Write a histopathological report. How does this process lead to impaired oxygenation of the blood and increase in the work of breathing? What are the consequences of this problem?

Homework Task

1. Which organs are commonly injured in prolonged shock? What lesions result?
2. Review the additional notes provided in the attached document at http://vslides.unsw.edu.au/ that describes clinical assessments of head injury and monitoring of head injury by Glasgow Coma Scale.
Glossary of terms used in Pathology

Abscess
a localised collection of pus in an organ or tissue

Acquired
a lesion occurring due to an event after birth (cf. congenital)

Adenoma
a benign neoplasm derived from glandular (secretory) epithelial cells

Acute respiratory distress syndrome (ARDS)
respiratory failure caused by diffuse damage to type 1 pneumocytes and alveolar capillaries, often secondary to shock (hence the term "shock lung")

Aetiology
cause of a disease

Agenesis
congenital absence of an organ or structure

Allele
one of two alternative genes at a locus that controls a particular characteristic

Allergen
antigen which gives rise to allergic reactions, usually mediated by IgE antibody

Allograft
a tissue graft between two individuals of the same species (synonymous with homograft)

Anaemia
a significant reduction in the level of circulating haemoglobin below the normal range

Anaplasia
less than normal differentiation of cells; an important feature of malignant neoplasms

Aneurysm
a localised abnormal dilatation of a vessel due to weakness of its wall

Anorexia
loss of appetite

Antibody
immunoglobulin specifically reactive with a particular antigen

Antigen
a substance which can induce a detectable immune response

Appendicular skeleton
the skeleton associated with the appendages; ie scapula, clavicle, arms and legs

Aplasia
congenital disturbance leading to failure of development of a part (synonymous with agenesis)
Apoptosis
a form of individual cell death, particularly observed in physiological turnover, in which the morphological changes consist of nuclear condensation and fragmentation (cf. necrosis)

Arthralgia
pain (of any cause) in a joint or joints

Arthritis
inflammation of a joint or joints; usually signified by pain (arthralgia), erythema and swelling

Arthrodesis
surgical fusion of a joint usually performed to relieve pain and instability. Arthro= joint; Desis= fusion
abnormal accumulation of fluid in the peritoneal cavity

Atrophy
diminution in size of an organ or tissue which had previously reached mature size, due to a decrease in size and/or number of its constituent specialised cells (cf. agenesis, aplasia and hypoplasia)

Arthroplasty
surgery to relieve pain and/or restore range of motion, by realigning or reconstructing a joint

Autoantibody
antibodies against self antigen

Autoimmunity
a disease caused by failure of normal immunological tolerance, such that the immune system identifies "self" antigens as foreign

Axial skeleton
the skeleton of the axis, including skull and hyoid, vertebral column, ribs and sternum

Bacteraemia
the presence of bacteria in the blood (cf. pyaemia and septicaemia)

Benign
in reference to neoplasms, the term indicates strict localisation, growth by expansion, and frequent encapsulation (synonymous with innocent)

Biopsy
sampling of tissue for diagnosis, includes excisional, incisional and needle procedures, and also subsumes many cytological procedures

Callus
tissue of repair that bridges the fractured ends of bone, made up of osteoprogenitor cells and their products as well as new blood vessels; forms bones by endochondral or intramembranous ossification.

Cachexia
extreme wasting of the body, accompanied by weakness, anorexia and anaemia; most commonly seen in the terminal phase of malignancy

Calculus
a stone formed in a hollow tube or viscus, e.g. gallbladder, renal pelvis
Cancellous or Spongy bone
bone arranged in plates or struts (trabeculae) with many large irregular marrow spaces

Cancer
often used synonymously with carcinoma (see below); also a general term for all malignant neoplasms

Carbuncle
a multilocular abscess resulting from extension of a boil into the subcutaneous tissues

Carcinogen
an agent which can cause a cell to undergo neoplastic transformation, or which may initiate such a process by permanently altering cellular DNA

Carcinoma
a malignant neoplasm derived from epithelium

Carcinoma in situ
a malignant epithelial neoplasm which has not yet invaded through the basement membrane

Cartilage
tough, resilient, pliable, avascular compact connective tissue; provides support for some soft tissues, reduces friction at joints and is used as a template for the development of fetal skeleton. Divided into Hyaline, Elastic and fibrocartilage on basis of the amount of matrix present and the fibre type

Cell-mediated immunity (CMI)
immune response in which T-cells and macrophages predominate

Cellular differentiation
process of development of phenotypic characteristics of a mature tissue by selective gene expression

Chondroblast
immature cells that form cartilage matrix

Chondrocyte
mature cells located in lacunae of cartilage matrix

Chronic inflammation
an inflammatory response evoked by a persistent stimulus and characterised by aggregation of inflammatory cells and tissue proliferation rather than exudation

Circumscribed
well defined or demarcated, e.g. circumscribed lesion

Compact bone
densely packed bony substance arranged in regular lamellae in Haversian systems (osteon).

Congenital
literally, “born with” a disease; a condition attributable to events prior to birth

Clone
a group of cells, all of which are the progeny of a single cell

Clot
a semi-solid mass formed from constituents of the blood after death (post-mortem clot), following haemorrhage, or in vitro (cf. thrombus)
Consolidation
becoming firm or solid: usually applied to the lung in which the alveolar spaces are filled to varying degrees with inflammatory exudate, retained secretions, neoplastic tissue or scar tissue

Cytokines
protein or peptide molecules mediating pathologically significant cellular reactions

Degeneration
a change in structure and function caused by injury to cells; the change is often reversible

Degenerative joint disease
see osteoarthritis

Delayed hypersensitivity (DTH)
cell-mediated immune response elicited by the subcutaneous injection of an antigen, with subsequent oedema and inflammation which are maximal between 24 and 48 hours (cf. immediate hypersensitivity)

Demyelination
loss of myelin ensheathing axons

Diaphysis
shaft of a long bone

Disseminated intravascular coagulation (DIC)
widespread thrombosis in the microvasculature arising secondary to another illness, resulting in consumption of platelets and clotting factors (often leading to severe haemorrhage), traumatic damage to red cells and ischaemia to vital organs; common causes include septicaemia, obstetric emergencies and malignancy

Dysplasia
atypical cellular differentiation; may be observed histopathologically within neoplasms or pre-neoplastic lesions

Dystrophic calcification
the localised deposition of calcium salts in dead or degenerate tissue (in the presence of normal plasma levels of calcium and phosphorus)

Epiphysis
ends of a long bone containing red bone marrow

Epiphyseal line (growth plate)
boundary zone between Epiphysis and Metaphysis during growth; in adults identified radiologically as a line

Endochondral ossification
bone formation by replacement of a preexisting hyaline cartilage

Endostem
squamous cells and connective tissue layer lining medullary cavity; contains osteoprogenitor cells, osteoblasts and osteoclasts

Embolism
the transportation by the blood of abnormal material and its impaction in a vessel at a point remote from its entry into the circulation
Epidemiology
the study of the incidence, distribution, and determinants of disease in a population, and its application to the control of health problems

Exudate
proteinaceous fluid resulting from the selective extravasation of intravascular plasma in response to an inflammatory stimulus; exudate usually has a specific gravity exceeding 1.020 due to its relatively high content of protein and cellular debris (cf. transudate)

Fibrinoid
a descriptive term for a variety of microscopic changes that occur in various tissues under dissimilar circumstances, in which the affected tissues stain brightly with eosin

Fibrinous
the adjectival form of fibrin - the protein formed by interaction of thrombin and fibrinogen

Fibrous
literally, containing fibres; but often used in Pathology to refer to collagenous connective tissue

Fine needle aspiration (FNA)
a form of biopsy in which a fine needle (usually 25 gauge) is inserted into an area of tissue and a number of cells are collected, then expelled onto a slide and stained for cytological examination

Fistula
an abnormal communication between two body surfaces (cf. sinus)

Fracture
a break in the continuity of bone

Gangrene
necrosis with putrefaction of macroscopic portions of tissue

Grade
degree of malignancy of a neoplasm, judged from histological features

Granulation tissue
consists of newly formed blood vessels, fibroblasts and their products, and inflammatory cells: the tissue of repair

Granulomatous inflammation
a form of chronic inflammation; characterised by focal aggregations of chronic inflammatory cells, principally macrophages and their derivatives, e.g., epithelioid cells; these focal lesions are known as granulomas, and may exhibit central necrosis

Haematoma
localised collection of blood or clot in solid tissues

Healing
the process by which the body replaces damaged tissue with living tissue; healing includes both regeneration and repair

Hernia
the abnormal protrusion of the whole or part of a viscus or other internal structure through an opening

HLA (Human Leucocyte Antigen)
the major histocompatibility (MHC) genetic region in man; important in control of immune responses and graft rejection

**Humoral immunity**

immune response in which the predominant effector mechanism involves antibodies

**Hyaline**

a descriptive term for homogeneous, somewhat glassy or refractile microscopic appearance exhibited by various extracellular tissue elements or by the cytoplasm of cells

**Hydroxyapatite**

inorganic matrix of the bone accounting for 65% of the bone content; made up of calcium phosphate salts

**Hyperaemia**

an increased volume of blood within actively dilated vessels in an organ or part of the body (cf. congestion)

**Hyperplasia**

an increase in size of an organ or tissue due predominantly to an increase in the number of its constituent specialised cells

**Hypertrophy**

an increase in size of an organ or tissue due predominantly to increase in size of its constituent specialised cells

**Hypoplasia**

the failure of development of an organ to a full, mature size (cf. aplasia)

**Iatrogenic**

implies 'caused by doctors', incorrectly derived from Greek root

**Immunity**

a state of reactivity following exposure to an antigen

**Infection**

the invasion of the body by pathogenic micro-organisms

**Inflammation**

the process by means of which exudate and cells accumulate in irritated tissues and usually tend to protect them from further injury; may be acute or chronic –when unqualified, the term "inflammation" usually refers to acute inflammation

**Intramembranous ossification**

bone formation directly in primitive connective tissue or mesenchyme

**Joint capsule**

includes an outer layer of dense connective tissue with blood vessels and nerves, and an inner layer of synovial membrane

**Juvenile osteomalacia (rickets)**

defect in mineralization of cartilage in the growth plate

**Lacunae**

small cavities in the matrix of cartilage or bone that are occupied by chondrocytes or osteocytes; two chondrocytes may occupy a single lacuna (isogenous group)
Lamellar bone
see compact bone

Ischaemia
a state of inadequate blood supply to a tissue or organ - potentially reversible

Keloid
hypertrophic cutaneous scar, in excess of that necessary to heal the original defect

Lesion
an alteration of structure or of functional capacity due to injury or disease

Leucocytosis
an elevated number of circulating white blood cells

Leucopenia
a decreased number of circulating white blood cells

Malignant
literally means virulent or life-threatening; in reference to neoplasms, the term indicates rapid growth, invasion of neighbouring tissues, potential for spread by metastasis, and frequently a fatal outcome; the single most important histopathological criterion of malignancy is tissue invasion

Medullary cavity
large central cavity containing bone marrow; in adults it is fatty yellow marrow whereas in fetal bones it is cellular red marrow

Metaplasia
An adaptive substitution of one type of differentiated cell(s) by another type of differentiated cells

Metaphysis
distal end of diaphysis connects; the region of elongation in growing bone

Metastasis
in reference to malignant neoplasms, the term refers to the development of secondary growths which arise from, but are discontinuous with, the primary lesion; such is termed a metastasis or metastatic lesion (synonymous with secondary)

Metastatic calcification
precipitation of calcium salts in apparently normal tissue as a result of disturbed calcium-phosphorus metabolism (e.g., hypercalcaemia) (cf. dystrophic calcification)

Monoclonal
attributable to a single clone of cells, and so more characteristic of a neoplastic than a reactive process (polyclonal)

Morphology
the structure of tissues and organs

Muscular Dystrophy
inherited disorder, characterised by the reduction or absence of dystrophin protein in the muscle fibre

Mutagen
an agent capable of damaging the DNA structure of cells; initiators of neoplastic transformation are mutagenic
Myalgia
pain in one or more muscles

Myelin
consists of lipid bilayers in which transmembrane proteins are embedded

Myesthenia Gravis
caused by immune-mediated loss of acetylcholine receptors

Myopathy
muscle disease

Myositis
inflammatory muscle disease

Myotonia
The sustained involuntary contraction of a group of muscles

Necrosis
death of cells in a restricted portion of tissue, recognisable by the autolytic changes undergone after the cells have died

Neoplasm
an abnormal mass of tissue, the growth of which exceeds and is uncoordinated with that of the normal tissues, and persists in the same excessive manner after cessation of the stimuli which evoked the change

Oedema
excessive accumulation of fluid causing swelling of tissues

Organisation
a part of the healing process, occurring after an injury that has destroyed tissue which is unable to regenerate; involves the ingrowth of granulation tissue

Osteoarthritis
characterised by a progressive deterioration and breakdown of articular cartilage, mainly in the weight bearing joints

Osteoblasts
bone forming cells, typically located at edges of bony trabeculae, which secrete organic matrix that establishes conditions favorable for calcification. They are derived from osteoprogenitor stem cells and convert to osteocytes when surrounded by calcified matrix.

Osteoclasts
large motile multinucleated cells derived from monocytes, located at bone edges with active surface facing the Howship’s lacuna. They secrete acids and enzymes that dissolve matrix and break down bone.

Osteocytes
mature bone cells in lacunae surrounded by calcified matrix.

Osteogenesis
the process of bone formation by replacement of preexisting connective tissue. (see intramembranous vs endochondral ossification).
Osteoid
Organic matrix of the bone. It accounts for 35% of the bone content. It is made up of Type 1 collagen fibers (90%), proteoglycans (hyaluronic acid) and non-collagenous matrix proteins (osteocalcin, osteopontin and osteonectin)

Osteomalacia
phosphate depletion resulting in defective matrix mineralisation

Osteoid Osteoma
small, benign neoplasm without malignant potential

Osteomyelitis
inflammation of the bone and medullary cavity

Osteopetrosis
overgrowth and sclerosis of bone

Osteoporosis
a reduction in bone mass due to small, incremental losses of bone matrix during turnover

Osteosclerosis
increased bone mass due to increased osteoblast activity

Ossification
See osteogenesis

Pannus
proliferating mass of hyperplastic synovial lining cells admixed with inflammatory cells, fibrin and granulation tissue. (see rheumatoid arthritis)

Pathogenesis
mechanism(s) by which the cause (aetiology) of a disease produces the clinical manifestations

Pathology
the scientific study of diseases

Periosteum
outer dense fibrous layer covering bone surface (except articular cartilage and at the insertion site of tendons and ligaments). Continuous with tendons via Sharpey’s fibers (collagen fibers embedded in bone lamellae). Inner osteogenic layer contains vessels, osteoprogenitor cells and osteoblasts.

Phagocytosis
ingestion of foreign or particulate matter by cells

Polymerase chain reaction (PCR)
a molecular diagnostic technique based on amplification by DNA polymerase of a known sequence of genomic DNA isolated from cells, or of DNA reverse-transcribed from mRNA or viral RNA; permits rapid, sensitive and specific detection of e.g. genetic mutations

Prognosis
forecast of the outcome of an illness, based on the natural history of the disease and the likely response to treatment
Pus
typically a semi-fluid of creamy colour, pus is composed of necrotic and living neutrophils, together with necrotic tissue cells and exudate

Pyaemia
the presence of pus-inducing micro-organisms in the circulation with resultant formation of abscesses at sites of their lodgment (cf. bacteraemia and septicaemia)

Pyknosis
shrinkage and increased basophilic staining of the nucleus in a necrotic or apoptotic cell, caused by reduced pH (cf. karyolysis, karyorrhexis)

Regeneration
replacement of parenchymal cells by multiplication of similar surviving cells

Repair
replacement of lost tissue by connective tissue elements and parenchymal cells in varying proportions; when replaced completely by granulation tissue, which later matures to fibrous tissue, the result is referred to as a scar

Resolution
the return of a diseased tissue or organ to normal without residual scarring

Rheumatoid Arthritis
a severe form of chronic synovitis that can lead to the destruction and ankylosis of affected joints

Sarcoma
a malignant neoplasm arising from mesenchymal tissue

Sclerosis
hardening of tissue, especially from overgrowth of fibrous tissue

Septicaemia
severe infection with marked systemic clinical features; septicaemia is usually the expression of rapid and continuous invasion of the blood stream by microorganisms from the tissues, or multiplication in blood stream (cf. bacteraemia and pyaemia)

Shock
a clinical state in which there is widespread inadequate perfusion of tissues

Sign
a clinical feature identified by observation or examination of the patient (cf. symptom)

Staging
assessment of the size and extent of spread of a malignant neoplasm, important in determining the treatment and prognosis

Stem cell
a primitive cell from which differentiated cells arise during development, renewal and maintenance

Subchondral bone
the bone adjacent to (ie underlying) the articular cartilage of a joint
Symptom
a manifestation of disease which the patient may be aware of, or describe

Syndrome
a group of symptoms and signs which, when considered together, characterise a disease or lesion

Synovium
the inner layer of the joint capsule; normally covered by one or two layers of synovial cells

Teratogen
an environmental agent which acts in utero to cause abnormal development, resulting in malformation of the fetus; teratogens include infective agents, radiation, drugs and chemicals

Teratoma
a true neoplasm arising from totipotential cells and therefore composed of numerous tissues which may not be indigenous to the part in which it occurs

Thrombus
a solid or semi-solid mass formed from the constituents of blood within the intact vascular system during life (cf. clot)

Tolerance
a state of non-responsiveness of cells of the immune system to a particular antigen

Trabeculae
latticework of cancellous bone that orient along stress lines with cross-bracing; can withstand stress from many directions although less strong and lighter than osteon of compact bone. Contains red marrow

Transudate
fluid accumulated in tissue planes or spaces which is low in protein and which has leaked into the tissues from the micro-circulation; it occurs in non-inflammatory disorders such as congestive cardiac failure and venous obstruction (cf. exudate)

Tumour
a lump or swelling; however, the term is frequently used as a synonym for neoplasm

Tumour suppressor gene
a gene present in normal cells, which acts to suppress cellular proliferation (e.g. TP53, RB); when both alleles are inactivated, may cause or accompany the onset of neoplastic transformation

Western blotting (immunoblotting)
a molecular diagnostic technique involving separation of proteins by gel electrophoresis, transferring them to a solid membrane via a blotting procedure, incubating with specific antibodies and applying a sensitive technique for detection of bound antibody; often used to detect specific proteins (e.g. viral) present in the serum

Woven bone
observed in developing bone, fracture healing, tumour-derived bone and other pathological states; its trabeculae are not oriented along stress lines and it is less strong than mature lamellar or compact bone.
Course evaluation questionnaire

This questionnaire is included in the manual to be completed by all students during Practical Class 12 (during week 12) to provide feedback on the course. The questionnaire is designed to be completed anonymously, but if you wish to include your name or discuss your comments with me please feel free to do so during the session. If you feel a specific area did not meet your expectations, your suggestions on how it may be improved are most valuable to us. Please refer to the table of contents of this manual for a list of lecture and practical titles.

Thanks for your help.
A/Professor Nicodemus Tedla, Course Convenor.

Lectures:

Please indicate the extent to which you agree/disagree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lecture series focused on interesting topics:</td>
<td>1 2 3</td>
<td>4 5 N/A</td>
</tr>
<tr>
<td>The lecture series was challenging:</td>
<td>1 2 3</td>
<td>4 5 N/A</td>
</tr>
<tr>
<td>The lectures attempted to cover too much material:</td>
<td>1 2 3</td>
<td>4 5 N/A</td>
</tr>
<tr>
<td>The lecture series was too content driven:</td>
<td>1 2 3</td>
<td>4 5 N/A</td>
</tr>
</tbody>
</table>

Please select one aspect of the lecture course you liked and suggest one way in which it could be improved.

Liked:

__________________________________________________________________________

Could be improved by:

__________________________________________________________________________

Team-based learning/tutorials:

Please indicate the extent to which you agree/disagree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>They added to my understanding:</td>
<td>1 2 3</td>
<td>4 5 N/A</td>
</tr>
<tr>
<td>They helped me to focus my study:</td>
<td>1 2 3</td>
<td>4 5 N/A</td>
</tr>
<tr>
<td>They attempted to cover too much material:</td>
<td>1 2 3</td>
<td>4 5 N/A</td>
</tr>
<tr>
<td>The sessions were not challenging enough:</td>
<td>1 2 3</td>
<td>4 5 N/A</td>
</tr>
</tbody>
</table>

Please select one aspect of the tutorials and team-based learning you liked and suggest one way in which it could be improved.

Liked:

__________________________________________________________________________

Could be improved by:

__________________________________________________________________________
Practical classes:
Please indicate the extent to which you agree/disagree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Strongly disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>They added to my understanding:</td>
<td>1 2 3</td>
<td>4 5</td>
<td></td>
</tr>
<tr>
<td>They helped me to focus my study:</td>
<td>1 2 3</td>
<td>4 5</td>
<td></td>
</tr>
<tr>
<td>Feedback on homework tasks was helpful:</td>
<td>1 2 3</td>
<td>4 5</td>
<td></td>
</tr>
<tr>
<td>They attempted to cover too much material:</td>
<td>1 2 3</td>
<td>4 5</td>
<td></td>
</tr>
<tr>
<td>The sessions were not challenging enough:</td>
<td>1 2 3</td>
<td>4 5</td>
<td></td>
</tr>
</tbody>
</table>

Please select one aspect of the practical classes you liked and suggest one way in which it could be improved:

Liked:__________________________________________________________________________

Could be improved by:________________________________________________________________

Evidence-based Symposium:
Please indicate the extent to which you agree/disagree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Strongly disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>They were a useful addition to the course:</td>
<td>1 2 3</td>
<td>4 5</td>
<td></td>
</tr>
<tr>
<td>The topics were interesting:</td>
<td>1 2 3</td>
<td>4 5</td>
<td></td>
</tr>
<tr>
<td>The aims were clear:</td>
<td>1 2 3</td>
<td>4 5</td>
<td></td>
</tr>
<tr>
<td>I learned useful skills in making the presentation:</td>
<td>1 2 3</td>
<td>4 5</td>
<td></td>
</tr>
<tr>
<td>The presentations were not challenging enough:</td>
<td>1 2 3</td>
<td>4 5</td>
<td></td>
</tr>
</tbody>
</table>

Please suggest one aspect of the presentations you liked and suggest one way in which it could be improved:

Liked:__________________________________________________________________________

Could be improved by:________________________________________________________________
Midsession exam and feedback:

Please indicate the extent to which you agree/disagree with the following statements:

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Strongly disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The midsession exam provided useful feedback:</td>
<td>1 2 3</td>
<td>4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>Feedback on midsession exam was useful:</td>
<td>1 2 3</td>
<td>4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>Midsession exam helped me focus on my study:</td>
<td>1 2 3</td>
<td>4 5</td>
<td>N/A</td>
</tr>
<tr>
<td>Midsession exam was not challenging enough:</td>
<td>1 2 3</td>
<td>4 5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Please select one aspect of the on-line assessments you liked and suggest one way that they could be improved:

Liked:

________________________________________________________________________

Could be improved by:

________________________________________________________________________
The course overall:

Please indicate the extent to which you agree / disagree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Strongly disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>I generally appreciated the standard of work expected:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The course developed my analytical skills:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The workload was too heavy:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>To do well in this course all you need is a good memory:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The course manual assisted my learning:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The aims and objectives in the manual were useful:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The course encouraged critical thinking and understanding:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The staff worked hard to make their subjects interesting:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Overall I was satisfied with the quality of the course:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I would recommend this course to my friends:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Please list two aspects of the course you liked and two ways in which you think the course could be improved.

Liked:

________________________________________________________________________

Liked:

________________________________________________________________________

Could be improved by:

________________________________________________________________________

Could be improved by:

________________________________________________________________________

Other comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Name (optional): _________________________________________________________

Thank you for your assistance.

Please tear out these sheets and hand them in.