



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

Medical Sciences  
Medicine

**PATH2202**

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

**COURSE OUTLINE**

**SEMESTER 2, 2016**

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

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

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

## Information about the Course

NB: Some of this information is available in the [UNSW Handbook](#)

<b>Year of Delivery</b>	2015
<b>Course Code</b>	PATH2202
<b>Course Name</b>	Processes in Disease Processes in Disease for Health and Exercise Science
<b>Academic Unit</b>	School of Medical Sciences
<b>Level of Course</b>	Stage 2, Undergraduate
<b>Units of Credit</b>	6 UOC
<b>Session(s) Offered</b>	Semester 2
<b>Assumed Knowledge, Prerequisites or Co-requisites</b>	PATH2202: ANAT1551 and BIOC2181 and PHSL2501
<b>Hours per Week</b>	4-5 hours
<b>Number of Weeks</b>	12 weeks (plus revision in week 13)
<b>Commencement Date</b>	28 <sup>th</sup> Jul 2016

Summary of Course Structure (for details see 'Course Schedule')				
Component	HPW	Time	Day	Location
Lectures & Online Modules	2	9-11 am	Thursday	Rex Vowels
Laboratory	2			
Lab – Clinicopathological correlation (PATH2202 only)		1-3 pm	Thursday	G06/G07
Tutorials	1	11-12 pm or 12-1 pm	Friday	TBA
<b>TOTAL</b>	4-5			
<b>Special Details</b>				

## Staff Involved in the Course

Staff	Name	Contact Details
Course Convenor	Dr Cristan Herbert	Room 417, level 4 east Wallace Wurth Building (02) 9385 8679 <a href="mailto:C.Herbert@unsw.edu.au">C.Herbert@unsw.edu.au</a>
Course Co-Convenor	A/Prof Patsie Polly	(02) 9385 2924 <a href="mailto:Patsie.Polly@unsw.edu.au">Patsie.Polly@unsw.edu.au</a>
Lecturers	Prof Gary Velan	<a href="mailto:G.Velan@unsw.edu.au">G.Velan@unsw.edu.au</a>
	Prof Rakesh Kumar	<a href="mailto:R.Kumar@unsw.edu.au">R.Kumar@unsw.edu.au</a>
	A/Prof Nicodemus Tedla	<a href="mailto:N.Tedla@unsw.edu.au">N.Tedla@unsw.edu.au</a>
	Dr Betty Leung	<a href="mailto:B.Leung@unsw.edu.au">B.Leung@unsw.edu.au</a>
	Dr Christine Van Vliet	<a href="mailto:C.VanVliet@unsw.edu.au">C.VanVliet@unsw.edu.au</a>
	Ms Gwyn Jones	<a href="mailto:Gwyn.Jones@unsw.edu.au">Gwyn.Jones@unsw.edu.au</a>
Tutors & Demonstrators	TBA	
Museum Manager	Mr Derek Williamson	<a href="mailto:Derek.Williamson@unsw.edu.au">Derek.Williamson@unsw.edu.au</a>
Student Administrative Officer	Ms Justine Maguire-Scarvelli	<a href="mailto:SOMSenquiries@unsw.edu.au">SOMSenquiries@unsw.edu.au</a>

Consultation time (Course convenor): Monday 2 – 3 pm

### Academic and Administrative enquiries

For administrative and general enquiries related to your attendance or the content and conduct of the course, students enrolled in PATH2202 should consult Dr Herbert by email ([C.Herbert@unsw.edu.au](mailto:C.Herbert@unsw.edu.au)) copied to Dr Polly ([Patsie.Polly@unsw.edu.au](mailto:Patsie.Polly@unsw.edu.au)). Students wishing to see their tutors or other members of staff should call the School of Medical Sciences office to make an appointment.

### Email Etiquette

When emailing staff, ensure the subject line begins with PATH2202, followed by the subject of the message (e.g., PATH2202 Media assignment).

Students are advised that email is the official means by which the School of Medical Sciences at UNSW will communicate with you. All emails will be sent to your official UNSW email address (e.g., [z1234567@student.unsw.edu.au](mailto:z1234567@student.unsw.edu.au)), otherwise you MUST arrange for your official mail to be forwarded to your chosen address. The University recommends that you check your mail at least every other day. Facilities for checking email are available in the School of Medical Sciences and the University library. Further information and assistance is available from IT Service Centre on 9385 1333.

## Course Details

Lectures, tutorials and museum study sessions aimed at increasing understanding of important disease processes. Comparisons between normal and abnormal cell, tissue and organ function will be made. These include processes of cell and tissue degeneration, acute and chronic inflammation, regeneration and repair, infection, atherosclerosis, thrombosis, embolism and infarction. Particular examples include diseases of practical importance such as pneumonia, tuberculosis, pulmonary embolism and myocardial infarction. Examples of common tumours will be introduced to demonstrate aberrations of cell growth and neoplasia.

PATH2202 is a 6 UOC course, which is available in Semester 2 only. This course is a prerequisite for Stage 3 courses offered by the Department of Pathology, for which a major in Pathology is available. Please see the UNSW online handbook for details. The course is suitable for students who plan a career in research, hospital based laboratory work, and professions in the health sciences.

## Course Aims<sup>1</sup>

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

The aims of the course are to:

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

## Student Learning Outcomes<sup>2</sup>

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

1. Describe the causes, pathogenic mechanisms, macroscopic and microscopic appearances and clinical consequences of common diseases affecting humans.
2. Outline the causes, mechanisms and consequences of the following pathological processes:
  - a. Acute inflammation
  - b. Chronic inflammation and healing
  - c. Vascular disease
  - d. Neoplasia

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<sup>1</sup> [Learning and Teaching Unit: Course Outlines](#)

<sup>2</sup> [Learning and Teaching Unit: Learning Outcomes](#)

3. Apply knowledge of pathological processes to common examples of specific human diseases, which include:
  - a. Acute appendicitis
  - b. Pneumonia
  - c. Tuberculosis
  - d. Peptic ulcer disease
  - e. Atherosclerosis
  - f. Thromboembolism
  - g. Myocardial infarction
  - h. Colorectal carcinoma
  - i. Breast carcinoma
4. Understand the roles of the public media and of scientific literature in medical/scientific research and education, and be able to utilize appropriately and cite scientific literature.
5. Develop awareness of personal perspective and professional skills including teamwork and reflective practice, and establish evidence of these skills in the form of an online portfolio (ePortfolio).

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

Learning outcomes 1-3 will be assessed via Formative Online Assessment, Tutorial Quizzes, as well as an end of course examination. Learning outcome 4 is achieved through the Scientific Writing Literacy Workshop and assessed via the Media Assignment. Learning outcome 5 is achieved through the use of an ePortfolio (OU Blog via Moodle). Refer to Assessment section for further details.

### Graduate Attributes Developed in this Course<sup>3</sup>

Science Graduate Attributes*	Level of FOCUS <i>0 = NO FOCUS 1 = MINIMAL 2 = MINOR 3 = MAJOR</i>	Activities / Assessment
Information acquisition, evaluation and synthesis	3	<ul style="list-style-type: none"> <li>• Lectures, online modules, tutorials and practicals</li> <li>• Media Assignment</li> <li>• Tutorial Quizzes</li> <li>• ePortfolio</li> </ul>
Research, inquiry and analytical thinking abilities	3	<ul style="list-style-type: none"> <li>• Media Assignment</li> <li>• Formative Online Assessment</li> <li>• ePortfolio</li> </ul>
Communication	2	<ul style="list-style-type: none"> <li>• Media Assignment</li> <li>• Tutorials</li> <li>• Tutorial Quizzes</li> <li>• ePortfolio</li> </ul>
Teamwork, collaborative and management skills	2	<ul style="list-style-type: none"> <li>• Team-based learning in tutorials and tutorial Quizzes</li> </ul>

<sup>3</sup> [Contextualised Science Graduate Attributes](#)

## Major Topics

The major topics of the course are:

- Acute inflammation
- Chronic inflammation and repair
- Vascular disease
- Neoplasia

## Relationship to Other Courses within the Program

**PATH2201** is a core Stage 2 course for students enrolled in the Bachelor of Medical Science, and is an elective for students enrolled in other science programs, such as Bachelor of Science or Advanced Science. PATH2201 draws on concepts and knowledge acquired from other Medical Science and Biological Science courses, including: Anatomy, Histology, Physiology, Biochemistry, Molecular Biology and Immunology, in order to explore the pathological processes of aberrations that lead to disease. PATH2201 is also a pre-requisite for Stage 3 Pathology courses.

**PATH2202** is a Stage 2 course in the Health and Exercise Science Program. It builds upon core Stage 1 subjects in Anatomy, Biochemistry, and Physiology by presenting lectures, tutorials, museum/case study sessions aimed at increasing understanding of important disease processes. There will be particular emphasis on clinical correlation with disease processes and the application of this knowledge in the discipline of Health and Exercise Science, especially as it relates to management and assessment of patients in rehabilitative therapy.

## Rationale and Strategies Underpinning the Course

### Teaching Strategies and Rationale for learning and teaching in this course<sup>4</sup>

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

1. A collaborative, team-based approach to learning. It is anticipated that students will have an enhanced learning experience through the use of peer teaching and team quizzes. You are also encouraged to utilise your allocated teams as study groups.
2. Lectures and online modules introduce you to pathological processes, as well as specific examples of those processes affecting organs and tissues.
3. Tutorials centred on team-based learning activities, are designed to extend and amplify your understanding of lecture material, in an interactive format. You are encouraged to clarify any difficulties regarding the concepts discussed.
4. Clinicopathological correlation practical classes employ an integrated approach to learning about disease processes with reference to specific case studies, related macroscopic specimens and images ([BEST Network](#)) and some relevant microscopic images. Rehabilitation issues that relate to the disease process will also be addressed.
5. A Scientific Writing Literacy Workshop aimed at fostering student graduate attributes in writing communication in science.
6. ePortfolio encourages students to proactively document professional skills acquired throughout the duration of this course.
7. Learning is supported via Moodle. Announcements, timetables, online modules, lecture slides and audio, links to online progress assessments, science writing literacy skills focus guide and other resources will be made available during the course.

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<sup>4</sup> [Reflecting on your Teaching](#)

8. The PATH2202 Student Manual contains specific learning objectives for each lecture, tutorial, practical class and Museum study session, together with the course timetable and useful background information.

### **Differences between PATH2201 and PATH2202**

PATH2201 and PATH2202 have common lectures and weekly tutorials. The key difference between the courses is in the structure of the weekly Practical Sessions.

- **PATH2201** students attend alternating weekly Histopathology Sessions and Macroscopic Pathology Sessions.
- **PATH2202** students attend a weekly Clinicopathological Correlation Session, which includes some Histology and Museum specimens, but with more emphasis on the clinical setting of the disease and the relevance to Exercise Physiology.

## Course Schedule (PATH2202)

Week	Lecture 1 Thursday 9-10am Rex Vowels	Lecture 2 Thursday 10-11am Rex Vowels	Practical Thursday 1-3pm Walace Wurth G6/G7	Tutorial Friday 11-12 or 12-1pm See allocation
1	28/07/16 <b>Lecture:</b> Introduction (Herbert/Polly)	28/07/16 <b>Lecture:</b> Concepts and Classification of Disease (Velan)	28/07/16 No practical	29/07/16 No Tutorial
2	4/08/16 <b>Lecture:</b> Responses to Injury (Kumar)	4/08/16 Science Writing Literacy I (Media Assignment) (Jones/Polly)	4/08/16 <b>Practical/Museum Induction</b>	5/08/16 No Tutorial
3	<b>Online Modules:</b> Examples of acute inflammation (Appendicitis) Introduction to immune responses	11/08/16 <b>Overview lecture:</b> Acute Inflammation (Velan)	11/08/16 <b>Clinicopathological correlation 1</b> Introduction (Wakefield/Richardson)	12/08/16 <b>Tutorial 1</b> Classification of Disease/Response to Injury
4	<b>Online Modules:</b> Examples of acute inflammation (Pneumonia) Healing	18/08/2016 <b>Integration/Feedback session:</b> Acute Inflammation and healing (Velan)	18/08/2016 <b>Clinicopathological correlation 2</b> Acute Appendicitis (Wakefield/Richardson)	19/08/2016 <b>Tutorial 2 (Quiz 1)</b> Acute Inflammation I (Appendicitis)
5	<b>Online Modules:</b> Examples of chronic inflammation (TB) Immunopathology	25/08/16 <b>Overview lecture:</b> Chronic Inflammation (Polly)	25/08/16 <b>Clinicopathological correlation 3</b> Acute Bronchopneumonia (Wakefield/Richardson)	26/08/16 <b>Tutorial 3</b> Acute Inflammation II (Pneumonia)

Week	Lecture 1 Thursday 9-10am Rex Vowels	Lecture 2 Thursday 10-11am Rex Vowels	Practical Thursday 1-3pm Walace Wurth G6/G7	Tutorial Friday 11-12 or 12-1pm See allocation
6	<b>Online Modules:</b> Examples of chronic inflammation (Peptic ulcer disease)	1/09/16 <b>Integration/Feedback session:</b> Chronic inflammation (Kumar)	1/09/16 <b>Clinicopathological correlation 4</b> Osteomyelitis; Fractured Tibia (Wakefield/Richardson)	2/09/16 <b>Tutorial 4 (Quiz 2)</b> Healing (Appendicectomy Wound)
Formative Online Assessment available (week 1/4)				
7	<b>Online Modules:</b> Examples of infarction (Myocardial infarction)	8/09/16 <b>Overview lecture:</b> Thrombosis, embolism and infarction (Velan)	8/09/16 <b>Clinicopathological correlation 5</b> Peptic Ulcer Disease (Richardson)	9/09/16 <b>Tutorial 5</b> Chronic Inflammation I (Peptic Ulceration)
Formative Online Assessment available (week 2/4)				
8	<b>Online Modules:</b> Examples of infarction (Cerebral infarction)	15/09/16 <b>Lecture:</b> Atherosclerosis (Kumar)	15/09/16 <b>Clinicopathological correlation 6</b> Tuberculosis (Richardson)	16/09/16 <b>Tutorial 6 (Quiz 3)</b> Chronic Inflammation II (Tuberculosis)
Formative Online Assessment available (week 3/4)				
Media Assignment due midday (12:00 pm) Monday September 19				
9	<b>Online Modules:</b> Diabetes	22/09/16 <b>Integration/Feedback session:</b> Vascular disease (Kumar)	22/09/16 <b>Clinicopathological correlation 7</b> Deep Vein Thrombosis (Richardson)	23/09/16 <b>Tutorial 7</b> Venous Thrombosis (Post-Operative Deep Vein Thrombosis)

Week	Lecture 1 Thursday 9-10am Rex Vowels	Lecture 2 Thursday 10-11am Rex Vowels	Practical Thursday 1-3pm Walace Wurth G6/G7	Tutorial Friday 11-12 or 12-1pm See allocation
Formative Online Assessment available (week 4/4)				
Mid-Semester Break 26/09/16 to 2/10/16				
10	<b>Online Modules:</b> Pathological hyperplasia	6/10/16 <b>Lecture:</b> Neoplasia 1 (Leung)	6/10/16 <b>Clinicopathological correlation 8</b> Ischemic Heart Disease; Diabetes (Richardson)	7/10/16 <b>Tutorial 8 (Quiz 4)</b> Atherosclerosis; Peripheral Vascular Disease (Myocardial Infarction)
11	<b>Online Modules:</b> Examples of neoplasia (Colorectal carcinoma)	13/10/16 <b>Lecture:</b> Neoplasia 2 (Leung)	13/10/16 <b>Clinicopathological correlation 9</b> Colorectal Carcinoma (Richardson)	14/10/16 <b>Tutorial 9</b> Disorders of Growth I (Colonic Masses)
ePortfolio due midday (12:00 pm) Monday October 17				
12	<b>Online Modules:</b> Examples of neoplasia (Breast carcinoma)	20/10/16 <b>Integration/Feedback session:</b> Neoplasia (Velan)	20/10/16 <b>Clinicopathological correlation 10</b> Breast Carcinoma (Wakefield/Richardson)	21/10/16 <b>Tutorial 10 (Quiz 5)</b> Disorders of Growth II (Breast Lumps)
13	27/10/2016 <b>Lecture:</b> Revision session (Kumar)	27/10/16 <b>Lecture:</b> Course Feedback (Herbert/Polly)	27/10/16 <b>Clinicopathological correlation 11</b> Revision (Wakefield/Richardson)	28/10/16 <b>Tutorial 11</b> Revision

**NOTE**

1. Lectures may be subject to change
2. Changes to the timetable will be announced on Moodle

## Assessment Tasks and Feedback

Task <sup>5</sup> (% of total mark)	Knowledge & abilities assessed	Date of		Feedback		
		Release	Submission	WHO	WHEN	HOW
Tutorial Quizzes (15%)	<p>Knowledge of the causes, pathogenic mechanisms, macroscopic and microscopic appearances and clinical consequences of common diseases affecting humans. Development of the Teamwork graduate capability.</p> <p>Knowledge of causes, mechanisms and consequences of pathological processes, including: acute inflammation, chronic inflammation, vascular diseases and neoplasia.</p> <p>Apply knowledge of the aforementioned pathological processes to common examples of specific human diseases, including: acute appendicitis, pneumonia, tuberculosis, peptic ulcer disease, atherosclerosis, thromboembolism, myocardial infarction, colorectal carcinoma and breast carcinoma.</p>	Various (See timetable)	Various (See timetable)	Tutor and online via Moodle	During tutorials	Verbally / Online
Media Assignment (15%)	Awareness of the roles of public media and scientific literature in medical/scientific research and education, and the ability to utilise and cite scientific literature at an academic standard.	Aug 4	Sep 19	Assessing Tutor	Oct 16	In writing
Integration/Feedback sessions (5%)	Marks will be awarded for active engagement with the in-class questions (ALP) during the Integration / Feedback sessions. For each of the 5 session, students who submit responses to at least two thirds of the questions will receive 1% of the course mark.	Various (See timetable)	Various (See timetable)	Lecturer	During lectures	Active Learning Platform
Formative Online Assessment (5%)	Same as Tutorial Quizzes	Sep 5	Oct 2		At the end of each attempt	Electronically
ePortfolio (5%)	Reflection on course content and assessments, and draw links to personal and professional development.	Jul 28	Oct 17	Polly/Herbert	Oct 27	Verbally
End of course examination (55%)	Same as Tutorial Quizzes	TBA	TBA			

<sup>5</sup> [Approaches to Assessment](#)

## Additional Resources and Support

### Text book

You are expected to acquire the following text: Basic Pathology, 9th Ed. V. Kumar, R. Cotran & S Robbins (2012). Elsevier Saunders.

This text is also available as an e-book through the University Library:

[Robbins Basic Pathology: Online](#)

Students wishing to study the molecular biology or clinical features of diseases in greater depth might consider the purchase of the following text: Robbins and Cotran Pathologic Basis of Disease. 9th Ed. V. Kumar, A.K. Abbas & J.C. Aster. (2015). Elsevier Saunders.

### Course manual

The PATH2202 Student Manual will be provided, which outlines the learning objectives for each tutorial topic and practical class. The Pathology Manual contains a large amount of valuable information that will facilitate your study. In particular, you should become familiar with the Glossary of Terms and the Table of Reference Ranges in Pathology.

There are separate manuals for PATH2201 and PATH2202, the difference being the Practical Guide component. This reflects the different practical classes attended by the two cohorts, where PATH2201 students attend alternating Histopathology and Museum sessions, while PATH2202 students attend Clinicopathological Correlative classes.

### Required Reading

All required readings are sourced from Robbins Basic Pathology, 9th Ed. A list of required readings for tutorial quizzes will be made available via Moodle at the in the week preceding each quiz.

### Recommended Internet sites

“Images of Disease” (IOD) is a database of images used for teaching within the Department. The latest version of Images of Disease is now available online, optimised for smart phones and tablet computers, as well as Firefox 4+, Chrome 13+ and Safari browsers on laptop or desktop computers – <http://iod.med.unsw.edu.au> (zID and zPass required). An interactive Images of Disease (IOD) app for iPhone and iPad is available to download from:

<https://itunes.apple.com/au/app/images-of-disease/id756150891?ls=1&mt=8>. A version of the IOD app is also available for Android phones and tablets from:

<https://play.google.com/store/apps/details?id=com.unsw.med.iod>

A new version of IOD is also available for Windows Phone from:

<http://www.windowsphone.com/en-us/store/app/unsw-iod/9a896934-dc66-487e-bcf3-d38dadd0c6d5>

In all cases, you need to install the app on your device via the relevant link above. You can then unlock the full version of the app by tapping on the login button at the bottom of the screen, then entering your zID and zPass.

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

Centre for Disease Control (see especially ‘health topics A-Z’) <http://www.cdc.gov/>

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

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

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

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

## Computer Laboratories or Study Spaces

Students wishing to revise macroscopic specimens (pots) can access the Museum of Human Disease, 9 am – 5 pm, Mon – Fri. Note that all students must be inducted into the Museum before access is granted. Museum induction will occur during the Practical/Museum Induction lesson on Aug 4.

Student wishing to review Histopathology and Macroscopic images via the BEST Network can use computers located in G06/G07 or G16/, Wallace Wurth West Building.

## Required Equipment, Training and Enabling Skills

### Equipment Required

There is no specific equipment required for PATH2202.

### Enabling Skills Training Required to Complete this Course

In order for students to attend Practical lessons or personal revision in the Museum of Human Diseases, students must first attend an induction. Museum induction will occur during the Practical/Museum Induction lesson on Aug 4. Any student who does not attend this induction will not be permitted into the Museum, and will need to contact Museum staff to schedule an induction.

## Course Evaluation and Development

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

Mechanisms of Review	Last Review Date	Comments or Changes Resulting from Reviews
Course Review	April 2016	<p>OU Blog will replace WordPress as the platform for creating student ePortfolios.</p> <p>PATH2202 will continue to pilot the Echo360 Active Lecture Platform software.</p> <p>Content will be delivered using a novel Blended Learning approach. Of the 4 lectures in a typical fortnightly cycle for a given topic, one conventional content-based face-to-face lecture will be retained. One lecture timeslot will be used for an interactive large-group session focusing on integration of the content for the fortnight, with one or more illustrative case studies and several in-class questions to which students will respond via the ALP. The remaining material will be converted to online activities (part content delivery and part interactive) using iSpring Pro. Modules will include Power Point slides and recorded audio lectures with formative quizzes.</p> <p>5% of the course mark has been allocated to participation in the integration/feedback sessions and completion of the online modules. The</p>

		weighting of the media assignment has been reduced from 20% to 15%.
<b>Course Review</b>	April 2015	<p>WordPress will replace Mahara as the platform for creating student ePortfolios.</p> <p>An online assessment rubric in Moodle will be used to mark the Media assignments. This system will enabled tutors to provide more detailed and specific feedback to students.</p> <p>PATH2202 will participate in a first-round pilot of the Echo360 Active Learning Platform (ALP). This software will allow students to participate in quizzes and other activities during lectures using mobile devices. Students will be able to comment or ask questions on lecture slides prior to or during classes.</p>
<b>Course Review</b>	April 2014	<p>The order of lectures was adjusted to improve the presentation of concepts. The lecture “Healing” was placed before “Chronic Inflammation”. An additional lecture “Introduction to Immune Responses” was added to enhance students understanding of basic immunology, which is essential to Pathology.</p> <p>Online tutorial quizzes were introduced using Moodle to facilitate the delivery of immediate and consistent feedback following each quiz.</p>
<b>Major Course Review</b>	June 2013	<p>In 2012, Mahara ePortfolio was introduced to the course as part of a program-wide study to improve graduate attributes and promote career readiness for Science and Medical Science students at UNSW. This task offers students the opportunity to analyse and reflect on their progression through the course and draw insights on how the course content can be useful in future studies and career development. Students who progress to 3<sup>rd</sup> year Pathology courses and continue to utilise ePortfolio have demonstrated deeper understanding of course content and developed a better appreciation for their personal and professional development, including: transferrable skills (e.g., communication, leadership and teamwork) and work-related skills. This component has since been increased from 2.5% to 5% of the course mark.</p> <p>In 2011, a group presentation assessment was introduced to further enhance student understanding of the pathological processes in human diseases that lead to macroscopic changes and clinical presentations, and to foster student team building and communication skills. In this assessment students were asked to give a 5-10 min presentation and produce a 1-page handout summarising key information for an allocated disease. Student reviews have noted that this assessment task was particularly difficult and the demand in effort/time to produce a quality presentation and handout did not match the 5% weighting of the assessment task. Subsequently in 2012, this assessment was revised to only include the 1-page handout. While students found the task rewarding for both team building and revising the allocated disease, staff found that the overall quality was only average. This component has been removed and the marks assigned to the final exam.</p>
<b>CATEI<sup>6</sup></b>	Nov 2012	<p>PATH2201 surveys students via the UNSW CATEI system each time the course is offered. The data collected provides anonymous feedback from students on the quality of the course content and materials, tutorial facilitation and practical facilitation. Student feedback is taken into consideration in all course revisions.</p> <p>This course has consistently received positive student reviews for being challenging, engaging and interesting. Students have also commented that the lecture series are well organised, with clear transition between topics and that tutorials and practical components are well integrated with the lecture series. Students have also enjoyed the interactive environment of the team-based tutorials. Although some students have found the Media</p>

<sup>6</sup> [CATEI process](#)

		Assignment to be demanding, most have found the experience to be insightful and useful for future studies and work, and understanding the role of scientific media publications.
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## Administration Matters

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

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

## Expectations of Students

Students are required to attend 80% of the Tutorials in order to sit the end of course exam. A courtesy email will be sent to alert students who are absent for 2 tutorials. Students missing more than 2 tutorials will be required to contact the course convenor (Dr Herbert) to discuss their eligibility to sit the exam.

## Assignment Submissions

The Media Assignment is to be submitted electronically as a Word file or PDF file via Moodle, and will be subjected to a check for plagiarism using Turnitin software. Students must also submit a hard copy to the BSB Student Office (located at Room G27, Ground Floor, Biological Sciences Building) together with a cover sheet, clearly stating:

- Your name,
- Your student number,
- Your tutor's name.

Students are required to post their ePortfolio reflection entries to OU Blog and submit the same blog to Turnitin for originality checks and marking. Instructions on how to submit blog entries to OU Blog and Turnitin are available within the PATH2201/PATH2202 Moodle site.

Any late submissions will attract a penalty of 10% of the total mark per day or part thereof. Keeping to a deadline is part of the assessment. In exceptional circumstances, (where a student has missed at least 3.5 weeks of university during the period of the assignment AND have documents to this effect AND have notified the Course Co-Convenor (Dr Polly) in writing at least 2 weeks before the deadline), some concession may be offered and is provided on a case-by-case basis.

## Workplace Health and Safety

Refer to The Museum of Human Disease below.

For more information on matters related to workplace health and safety policies at UNSW, visit the following web site: <https://safety.unsw.edu.au/>

## Disability Support Services

Students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convenor prior to, or at the commencement of, their course, or with Disability Support Services (02 9385 4734 or <https://student.unsw.edu.au/disability>).

## Student Complaint Procedure

### **School Contact:**

A/Prof Nick Di Girolamo  
SOMS Grievance Officer  
(02) 9385 2538  
[N.Digirolamo@unsw.edu.au](mailto:N.Digirolamo@unsw.edu.au)

Prof Peter Gunning  
Head of School  
(02) 9385 2531  
[P.Gunning@unsw.edu.au](mailto:P.Gunning@unsw.edu.au)

### **University Contact:**

Student Conduct and Appeals Officer  
(SCAO) within the Office of the Pro-Vice-  
Chancellor (Students) and Registrar.  
(02) 9385 8515  
[Studentcomplaints@unsw.edu.au](mailto:Studentcomplaints@unsw.edu.au)

University Counselling and Psychological  
Services  
(02) 9385 5418

## The Museum of Human Disease

The Donald Wilhelm Museum of Human Disease is located on the ground floor of the Samuels Building (Building F25). Originally located on the 5th floor of the Wallace Wurth Building, it was established by Professor Donald Wilhelm, the Foundation Professor of Pathology at this university. Thanks to his foresight, and to the tireless efforts of Dr G. Higgins (the Museum Curator until 2004), the Museum has been meticulously maintained and updated over the years to reflect the changing patterns of disease in our society. The Museum contains over 2,700 specimens (or “pots”), which display diseased human tissue at the macroscopic level, usually preserved in formalin. Specimens are obtained both from organs removed surgically and from tissue obtained at autopsy, where the natural history of disease is in full view. Please take note that some specimens of diseases which have become rare, e.g. diphtheria, are over 60 years old, and are irreplaceable. Each specimen is numbered and is accompanied by a clinical history (when known), a macroscopic description of the abnormalities displayed, and a histopathological description of changes at the microscopic level (where relevant). That information, specific to each of thirty areas (or “bays”), can be found in the Museum catalogues located in a bracket within each bay. All the specimens in the museum are arranged in one of two major groups. One group comprises collections of specimens according to pathological processes such as congenital, inflammation and healing, vascular, neoplasia etc. The second group comprises collections of specimens under organ systems, such as cardiovascular, central nervous, renal etc. As responsible adults, we expect you to maintain decorum in the Museum, behave with care and respect for the integrity of the specimens, and help to keep the Museum tidy at all times. This means no eating or drinking in the Museum, and always returning specimens and catalogues to their allocated places. Do not shake the pots! This activity conveys no useful information, but often damages the specimens. If you discover that a specimen is leaking or broken, follow the instructions listed in the safety notice below. Remember that the Museum is a precious learning resource, of which you are encouraged to make full use.

### **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 during weekdays from 8 a.m. to approximately 8 p.m. The Museum is security locked, and can only be entered by using your student card to enable the doors to be opened. Mr Williamson and the education officers in the Museum play a supervisory role during office hours. The Museum and practical class laboratories are under constant electronic surveillance.

## Safety in the Museum

- Always handle museum specimens with care and respect. All specimens consist of generously donated human tissue.
- 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.

Chemical	Maximum Percentage Composition
Glycerol	17 (v/v)
Pyridine	0.8 (v/v)
Sodium Acetate	7 (w/v)
Formalin	<2 (v/v)
Sodium Dithionate	0.4 (w/v)

- 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 Museum staff 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 Museum staff 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.

## UNSW 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/plagiarism>

**Your attention is drawn to the following extract from the above website:**

“At UNSW **plagiarism** is using the words or ideas of others and passing them off as your own. Examples of plagiarism, including self-plagiarism, are:

**Copying** – Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment, without appropriate acknowledgement.

**Inappropriate paraphrasing** – Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement.

This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion** – Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes

- students providing their work to another student before the due date, or for the purpose of them plagiarising at any time
- paying another person to perform an academic task and passing it off as your own
- stealing or acquiring another person's academic work and copying it
- offering to complete another person's work or seeking payment for completing academic work.
- This should not be confused with academic collaboration.

**Inappropriate citation** – Citing sources which have not been read, without acknowledging the 'secondary' source from which knowledge of them has been obtained.

**Self-plagiarism** – 'Self-plagiarism' occurs where an author republishes their own previously written work and presents it as new findings without referencing the earlier work, either in its entirety or partially.

Self-plagiarism is also referred to as 'recycling', 'duplication', or 'multiple submissions of research findings' without disclosure. In the student context, self-plagiarism includes re-using parts of, or all of, a body of work that has already been submitted for assessment without proper citation."

The Learning Centre has developed online modules titled 'Working with Academic Integrity'. It is recommended that all students complete these modules (approximately 1 hour in total):

The 'Working with Academic Integrity' module is open to all UNSW students. The link is <http://moodle.telt.unsw.edu.au/course/view.php?id=17924> and the student key is **Student583**.

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

<http://www.lc.unsw.edu.au/academic-integrity-plagiarism>

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

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

Individual assistance is available on request from The Learning Centre.