Faculty of Medicine

School of Medical Sciences

PATH2202

PROCESSES IN DISEASE FOR HEALTH AND EXERCISE SCIENCE

COURSE OUTLINE

SEMESTER 2, 2018

CRICOS Provider Code 00098G

Table of Contents

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)

Information about the course

NB: Some of this information is available in the UNSW Handbook

Year of Delivery	2018
Course Code	PATH2202
Course Name	Processes in Disease for Health and Exercise Science
Academic Unit	School of Medical Sciences
Level of Course	Stage 2, Undergraduate
Units of Credit	6 UOC
Session(s) Offered	Semester 2
Assumed Knowledge, Prerequisites or Co-requisites	Pre-requisites: ANAT2111, BIOC2181 and PHSL2501
Hours per Week	4-5 hours
Number of Weeks	12 weeks
Commencement Date	23rd Jul 2018

Summary of Course Structure (for details see 'Course Schedule')				
Component	**HPW**	**Time**	**Day**	**Location**
Lectures	1-2	4-6 pm	Monday	Ainsworth G03
Online modules	1	Freely accessible from the commencement of each topic		
Practical	2	11-1 pm	Thursday	Wallace Wurth G06/G07
Tutorials	1	1-2 pm or 2-3 pm	Thursday	TBA
Integration/feedback	0-1	3-4 pm	Thursday	CLB3
TOTAL	5-6			

Staff

Staff	Name	Contact Details
Course Convenor	Dr Cristan Herbert	Room 417, level 4 east Wallace Wurth Building (02) 9385 8679 C.Herbert@unsw.edu.au
Course Co-Convenor	Dr Martin Weber	Martin.Weber@unsw.edu.au
Lecturers	Prof Gary Velan	G.Velan@unsw.edu.au
	Prof Rakesh Kumar	R.Kumar@unsw.edu.au
	A/Prof Nicodemus Tedla	N.Tedla@unsw.edu.au
	Dr Carolyn Broderick	C.Broderick@unsw.edu.au
	A/Prof Jeanette Thom	J.Thom@unsw.edu.au
	Dr Chaturaka Rodrigo	C.Rodrigo@unsw.edu.au
	A/Prof Patsie Polly	Patsie.Polly@unsw.edu.au
	Ms Gywn Jones	Gwyn.Jones@unsw.edu.au
Tutors & Demonstrators	TBA	
Museum Manager	Mr Derek Williamson	Derek.Williamson@unsw.edu.au
Student Administrative support	SOMS Education Support Team	SOMSenquiries@unsw.edu.au

Consultation time (Course convenor): Monday 12 – 3 pm

Academic and administrative enquiries

For administrative and general enquiries related to your attendance or the content and conduct of the course, students should consult Dr Herbert by email (C.Herbert@unsw.edu.au) copied to the co-convenor. Students wishing to see their tutors or other members of staff should refer to the tutorial class allocation and tutor contact details which will be available on Moodle after the commencement of the course.

Email etiquette

When emailing staff, ensure the subject line begins with PATH2202, followed by the subject of the message (e.g., PATH2202 Practical classes). Ensure that you include your student number in your email.

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), 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 summary

Lectures, online modules, tutorials and practical classes 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, healing, vascular disease and neoplasia. Particular examples include diseases of practical importance such as pneumonia, rheumatoid arthritis, 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, available in Semester 2 only. The course is a prerequisite for Stage 3 courses offered by the Department of Pathology. The course is suitable for students who plan a career in research, hospital-based laboratory work, and professions in the health sciences.

Course aims[1]

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 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), and physiology (normal function), by comparing normal structure and function with abnormalities caused by disease, and to introduce students to histopathology (features of disease at a microscopic level).
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/studies.
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.

Course learning outcomes[2]

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. Healing and chronic inflammation
    c. Vascular disease
    d. Neoplasia

[1] Learning and Teaching Unit: Course Outlines
[2] Learning and Teaching Unit: Learning Outcomes

3. Apply knowledge of pathological processes to common examples of specific human diseases, which include:

    a. Acute soft tissue injuries
    b. Pneumonia
    c. Rheumatoid arthritis
    d. Peptic ulcer disease
    e. Atherosclerosis
    f. Diabetes
    g. Thromboembolism
    h. Myocardial infarction
    i. Colorectal carcinoma
    j. Breast carcinoma

4. Understand the roles of the public media and of scientific literature in medical/scientific research and education and be able to utilise appropriately and cite scientific literature.
5. Develop awareness of personal perspective and professional skills including teamwork and reflective practice.

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, biochemistry and physiology.

Learning outcomes 1-3 will be assessed via online module quizzes, formative integration/feedback sessions, tutorial quizzes, as well as a mid-semester and end-of-course examinations. Learning outcome 4 is achieved through the Scientific Writing Literacy Workshop and assessed via the Media Assignment. Learning outcome 5 is achieved through Teamwork activities in the tutorial and practical classes. Refer to Assessment section for further details.

Graduate attributes developed in this course[3]

Science Graduate Attributes	**Level of FOCUS** *0 = NO FOCUS* *1 = MINIMAL* *2 = MINOR* *3 = MAJOR*	**Activities / Assessment**
Information acquisition, evaluation and synthesis	**3**	• Lectures • Online modules and Feedback/Integration sessions • Tutorial and practical classes • Media assignment • Tutorial quizzes
Research, inquiry and analytical thinking abilities	**3**	• Media Assignment • Online modules and Feedback/Integration sessions • Tutorial quizzes
Communication	**2**	• Media assignment • Tutorials • Tutorial quizzes
Teamwork, collaborative and management skills	**2**	• Team-based learning in tutorials and tutorial quizzes • Practical classes

[3] UNSW Graduate Capabilities

Relationship to other courses within the program

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.

Strategies and approaches to learning

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, online modules and large-group interactive sessions 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. Practical classes using specimens from the Museum of Human Disease and an online database of macroscopic images (BEST Network) are designed for you to apply knowledge of disease processes to macroscopic organs and tissues, and to correlate the changes with the clinical manifestations. Lectures will include some histopathological images to illustrate the microscopic appearances of the pathological processes, but this will not be the focus of practical classes or assessments. This allows correlation between disease processes, changes in cells and tissues at the microscopic level, and the manifestations of disease.
5. A Scientific Writing Literacy Workshop aimed at fostering student graduate attributes in writing communication in science.
6. Learning is supported via Moodle. Announcements, timetables, online modules, lecture slides and audio, science writing literacy skills focus guide and other resources will be made available during the course.
7. The PATH2202 Student Manual contains specific learning objectives for each lecture, tutorial and practical class, together with the course timetable and background information.

Differences between PATH2201 and PATH2202

PATH2201 and PATH2202 have common overview lectures and some online modules, but separate tutorials, quizzes and exams. There are also differences between the practical classes:

- **PATH2201** students attend macroscopic and histopathology practical sessions.
- **PATH2202** students attend a weekly Clinicopathological Correlation Session, which includes museum specimens, but has more emphasis on the clinical setting of the disease and the relevance to Exercise Physiology.

Course Schedule (PATH2202)

Wk	Day	Date	Time	Location	Instructor	Class	Title
1	Mon	23/07	4-6 pm	Ainsworth G03	Herbert Velan	Lec	Introduction; Concepts and classification of disease
	Thu	26/07	11-1 pm	Museum – Samuels Ground floor	Herbert/Weber	Prac	Museum induction
	Thu	26/07	1-2 pm or 2-3 pm				*No class scheduled*
2	Mon	30/07	4-6 pm	Ainsworth G03	Weber Herbert/Jones	Lec	Responses to injury; Scientific writing literacy
	Thu	2/08	11-1 pm	WWG6 or G7 See practical group list	Herbert/ Weber	Prac	Clinicopathological correlation I: Introduction to macroscopic specimens
	Thu	2/08	1-2 pm or 2-3 pm	See tutorial group list	See tutorial group list	Tut	Tutorial 1: Classification of disease/Response to injury (**Quiz 1**)
	Thu	2/08	5-6 pm				No class scheduled
Topic 1: Acute inflammation							
3	Mon	6/08	4-6 pm	Ainsworth G03	Velan	Lec	Overview lecture: Acute inflammation
	Thu	9/08	11-1 pm	WWG6 or G7 See practical group list	Herbert/ Weber	Prac	Clinicopathological correlation II: Acute soft tissue injury
	Thu	9/08	1-2 pm or 2-3 pm	See tutorial group list	See tutorial group list	Tut	Tutorial 2: Acute inflammation I: Acute soft tissue injury
4	Mon	13/08	4-6 pm				No class scheduled
	Thu	16/08	11-1 pm	WWG6 or G7 See practical group list	Herbert/ Weber	Prac	Clinicopathological correlation III: Acute bronchopneumonia
	Thu	16/08	1-2 pm or 2-3 pm	See tutorial group list	See tutorial group list	Tut	Tutorial 3: Acute inflammation II: Pneumonia (**Quiz 2**)
	Thu	16/08	3-4 pm	CLB3	Weber	Lec	Integration/Feedback session: Acute inflammation
Topic 2: Healing and chronic inflammation							
5	Mon	20/08	4-6 pm	Ainsworth G03	Herbert	Lec	Overview lecture: Healing and chronic inflammation
	Thu	23/08	11-1 pm	WWG6 or G7 See practical group list	Herbert/ Weber	Prac	Clinicopathological correlation IV: Fractures
	Thu	23/08	1-2 pm or 2-3 pm	See tutorial group list	See tutorial group list	Tut	Tutorial 4: Healing
6	Mon	27/08	4-6 pm	Ainsworth 03	*No class scheduled*		
	Thu	30/08	11-1 pm	WWG6/G7			**MID-SEMESTER EXAM**
	Thu	30/08	1-2 pm or 2-3 pm	See tutorial group list	See tutorial group list	Tut	Tutorial 5: Chronic inflammation: Rheumatoid arthritis (**Quiz 3**)
	Thu	30/08	3-4 pm	CLB3	Herbert	Lec	Integration/Feedback session: Healing and chronic inflammation

Wk	Day	Date	Time	Location	Instructor	Class	
Topic 3: Vascular diseases							
7	Mon	03/09	4-6 pm	Ainsworth G03	Velan	Lec	Overview lecture: Thrombosis, embolism and infarction
	Thu	06/09	11-1 pm	WWG6 or G7 See practical group list	Herbert/ Weber	Prac	Clinicopathological correlation VI: Deep venous thrombosis
	Thu	06/09	1-2 pm or 2-3 pm	See tutorial group list	See tutorial group list	Tut	Tutorial 6: Vascular diseases I: Deep vein thrombosis
8	Mon	10/09	4-6 pm				No class scheduled
	Thu	13/09	11-1 pm	WWG6 or G7 See practical group list	Herbert/ Weber	Prac	Clinicopathological correlation VII: Ischaemic heart disease; diabetes
	Thu	13/09	1-2 pm or 2-3 pm	See tutorial group list	See tutorial group list	Tut	Tutorial 7: Vascular disease II: Atherosclerosis and myocardial infarction (**Quiz 4**)
	Thu	13/09	5-6 pm	CLB3	Weber	Lec	Integration/Feedback session: Vascular diseases
MEDIA ASSIGNMENT DUE (Friday 14th September 5pm)							
Topic 4: Neoplasia							
9	Mon	17/09	4-6 pm	Ainsworth G03	Tedla	Lec	Overview lecture: Neoplasia
	Thu	20/09	11-1 pm	WWG6 or G7 See practical group list	Herbert/ Weber	Prac	Clinicopathological correlation VIII: Colorectal carcinoma
	Thu	20/09	1-2 pm or 2-3 pm	See tutorial group list	See tutorial group list	Tut	Tutorial 8: Disorders of growth IX: Colonic masses
Mid-semester break							
10	Mon	1/10	4-6 pm			Lec	No class scheduled
	Thu	4/10	11-1 pm	WWG6 or G7 See practical group list	Herbert/ Weber	Prac	Clinicopathological correlation I: Breast carcinoma
	Thu	4/10	1-2 pm or 2-3 pm	See tutorial group list	See tutorial group list	Tut	Tutorial 9: Disorders of growth II: Breast lumps (**Quiz 5**)
	Thu	4/10	5-6 pm	CLB3	Tedla	Lec	Integration/Feedback session: Neoplasia
11	Mon	8/10	4-6 pm	Ainsworth G03	Herbert	Lec	Revision; Course feedback
	Thu	11/10	11-1 pm	WWG6 or WWG7 See practical group list	Herbert/ Weber	Prac	Clinicopathological correlation X: Introduction
	Thu	11/10	1-2 pm or 2-3 pm	See tutorial group list	See tutorial group list	Tut	Tutorial 10: Revision
12	Mon	15/10	4-6 pm				No class scheduled
	Thu	18/10	11-1 pm	WWG6 or WWG7 See practical group list	Herbert/ Weber	Prac	Clinicopathological correlation I: Introduction
	Thu	18/10	1-2 pm or 2-3 pm				No class scheduled

NOTE: Teaching activities may be subject to change; changes to the timetable will be announced on Moodle.

Blended learning

Content in PATH2202 is delivered using a combination of face-to-face and online activities. A consistent blended approach will be applied to each of the 4 major topics (acute inflammation, healing and chronic inflammation, vascular disease and neoplasia) addressed during the course. Each topic will commence with an overview lecture to provide key information and learning objectives. Specific examples relating to each topic will be provided via a series of interactive online modules which include animations and highlights as well as review quizzes with feedback. Practical and tutorial classes will be used to provide examples and to reinforce concepts. Each topic will conclude with an interactive, large group session focussed on integration of the topic content (Integration/feedback session).

Online modules

Online modules relating to each topic will be made available as outlined below. Specific learning objectives for each online module will be provided in the course manual and on Moodle. Formative review quizzes will be available at end of each online module. Students must achieve a score of 80% in the review quiz for the module to be considered complete, but quizzes can be attempted multiple times. Students are expected to have completed the online modules BEFORE the relevant Integration/Feedback session (see dates below).

Week	Online Modules	Topic	Date available	Expected completion
1		Introduction	30th July	6th August
2	• Introduction to immune responses			
3	• Soft-tissue injury	Acute inflammation	6th August	16th August
4	• Pneumonia			
5	• Healing • Peptic ulcer	Healing & chronic inflammation	20th August	30th August
6	• Rheumatoid arthritis • Immunopathology			
7	• Thrombosis and embolism	Vascular diseases	3rd September	13th September
8	• Diabetes • Atherosclerosis			
9	• Disturbances of growth • Colorectal carcinoma	Neoplasia	17th September	4th October
10	• Breast carcinoma			

Integration/Feedback sessions

These large group sessions use Echo 360 active learning tools via the UNSW Lecture Recordings+ service (LR+) to present in-class questions, including questions related to relevant case studies. Students respond anonymously to these questions using their laptops, tablets or mobile phones. Immediate feedback is provided by the lecturer, which is tailored to the overall class pattern of student responses.

Assessment tasks and feedback

Assessment task	Weight	Format	Due date
Tutorial quizzes	15%	5 online (Moodle) quizzes	Various
Mid-semester exam	15%	1-hour exam	Aug 30
Media Assignment	20%	Report (2000 words)	Sep 14
End of course exam	50%	2-hour exam	TBC

Tutorial quizzes (15%)

During the semester, students will complete 5 online quizzes during the tutorial classes. Students will attempt quizzes as individuals and then again as part of a team. Students are required to complete the pre-reading and tutorial objectives prior to the tutorial. Therefore, the quizzes in the tutorial will form the basis of the tutorial itself.

Knowledge & abilities assessed:

- Knowledge of the causes, pathogenic mechanisms, macroscopic and microscopic appearances and clinical consequences of common diseases affecting humans.
- Knowledge of causes, mechanisms and consequences of pathological processes, including: acute inflammation, chronic inflammation, vascular diseases and neoplasia.
- Apply knowledge of the aforementioned pathological processes to common examples of specific human diseases, including: acute soft tissue injury, pneumonia, rheumatoid arthritis, peptic ulcer disease, atherosclerosis, thromboembolism, myocardial infarction, colorectal carcinoma and breast carcinoma.
- Development of the Teamwork graduate capability.

Feedback:
Feedback will be provided online at the completion of the team attempt. Additional feedback will be provided by the tutor at the completion of the quiz. For each quiz, 50% of the final mark will be from the individual attempt and 50% will be from the team attempt.

Mid-semester exam (15%)

Students will complete a 1-hour exam at the beginning of week 6. The exam will consist of 10 multiple choice questions and 1 short-answer question on any of the content covered prior to week 6.

Knowledge & abilities assessed:

- Same as for the tutorial quizzes (excluding ‘teamwork’ and topics covered from week 6 onwards).

Feedback:
Feedback will be provided in the tutorial in week 7.

Media assignment (20%)

The media assignment assesses 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. Reflective practice will also be assessed.

Students will find a recent article presented in the media which addresses at least one of the following issues:

1) a disease outbreak/epidemic,
2) the link between disease and predisposing factors

3) a new or controversial screening test/diagnostic tool or treatment for a disease.

Students will write a report which includes concise background information on the disease, a relevant research question, an annotated bibliography of a relevant research article and a critical analysis of their information sources.

Knowledge & abilities assessed:
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. Reflective practice will also be assessed.

Feedback:
Students will receive feedback via Moodle by the 28th of September.

End of course exam (50%)

Students will complete a 2-hour written exam. Part A will consist of 20 multiple choice questions, Part B will consist of 4 short-answer questions.

Knowledge & abilities assessed:

- Same as for the tutorial quizzes (excluding 'teamwork').

Academic integrity 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.

Reading and resources

Textbook

You are expected to acquire the following text: Basic Pathology, 10th Ed. V. Kumar, A.K. Abbas & J.C. Aster (2018). Elsevier.
This text is also available as an e-book through the University Library:
Robbins Basic Pathology: Online
(Note – this link is to the 9th edition. Electronic access to the 10th edition should be available soon)

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 online, 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.

Required reading

All required readings are sourced from Robbins Basic Pathology, 10th Ed. A list of required readings for each week and for the tutorial quizzes will be made available via Moodle.

Moodle

All relevant information relating to the course will be made available on Moodle, including PDFs for each of the tutorial and practical classes. Check the Moodle page regularly for announcements and updates to the course content. In particular, students should become familiar with the Glossary of Terms in Pathology which is available via a link on the Moodle page.

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, Chrome 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
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 first Practical class.

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

Administrative matters

Important information to supplement this outline can be found at the following link:
https://medicalsciences.med.unsw.edu.au/students/undergraduate/advice-students%20

Expectations of students

Students are required to attend 80% of the tutorial and practical classes in order to sit the end of course exam. 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. This will be subjected to a check for plagiarism using Turnitin software. Submissions must be made by 5pm on the due date.

Submitted assignments must include a cover sheet, clearly stating:

- The assignment
- Your name,
- Your student number,
- Your tutor's name
- Word count.

Any late submissions will attract a penalty of 10% of the total mark per day or part thereof (including weekends). 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 convenor in writing at least 2 weeks before the deadline), some concession may be offered and is provided on a case-by-case basis.

Training

In order for students to attend practical lessons or undertake personal revision in the Museum of Human Diseases, students must first attend an induction. A Museum induction will occur during the first practical class. Any student who does not attend this induction will not be permitted to participate in the practical classes or access the museum and will need to contact museum staff to schedule an induction.

Additional support for students

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 contacts:

Prof Nick Di Girolamo
SOMS Grievance Officer
(02) 9385 2538
N.Digirolamo@unsw.edu.au

Prof Peter Gunning
Head of School
(02) 9385 2531
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

Additional resources:

Student gateway:
https://student.unsw.edu.au

Academic skills and support:
https://student.unsw.edu.au/academic-skills

Student wellbeing, health and safety:
https://student.unsw.edu.au/wellbeing

UNSW IT Service Centre:
www.it.unsw.edu.au/students/index.html

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
Major course review	April 2018	Review quizzes and integration/feedback sessions will be changed to a formative assessment rather than a summative assessment A mid-semester exam will be introduced at the beginning of week 6 in response to feedback from student representatives and MyExperince surveys. The online modules will be revised and refreshed. The media assignment will be revised to an individual task. The Moodle page will be extensively revised to simplify and enhance navigation. Acute soft-tissue injury and rheumatoid arthritis will be introduced to replace acute appendicitis and tuberculosis as examples of acute and chronic inflammation. Students in PATH2202 will now attend separate tutorial classes and integration/feedback sessions to students in PATH2201, to enable these classes to cater specifically for PATH2202 students. Completely separate quizzes, mid-semester and end-of-course exams will be provided to students in PATH2202.
Course Review	April 2017	The ongoing ePortfolio assessment will be removed from the course. Student reflection will now be incorporated into the media assignment which is consistent with courses taught in the Medicine Program. The Formative online assessment will be removed. The quizzes in the online modules and Feedback/Integration sessions will now enable students to assess their progress throughout the semester. The Media assignment has been modified. The task will now involve a group project (Part A) and an individual writing assignment (Part B). The due dates for these parts will be staggered to reduce the demand on students and to enable more timely delivery of student feedback. The revised assignment will also incorporate Teamwork and Reflective practice and include peer assessment. Online modules developed in 2016 will be further enhanced. In response to student feedback asking for additional questions, each module will now contain a quiz, and audio will be added to the online module on peptic ulcer disease. As part of the Inspired Learning Initiative, the practical classes will be enhance with new adaptive tutorials (Smart Sparrow) to further incorporate blended learning into the course.
Major Course Review	April 2016	PATH2201/PATH2202 will continue to pilot the Echo360 Active Lecture Platform software. 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. 5% of the course mark has been allocated to participation in the integration/feedback sessions and completion of the online modules. The weighting of the media assignment has been reduced from 20% to 15%.