



Faculty of Medicine
School of Medical Sciences

PATH2201
PROCESSES IN DISEASE

COURSE OUTLINE

TERM 3, 2019

Table of Contents

Information about the course	2
Staff.....	3
Course summary	4
Strategies and approaches to learning.....	6
Course schedule (PATH2201)	7
Assessment tasks and feedback.....	10
Academic integrity and plagiarism	11
Reading and resources	12
Administrative matters	14
Additional support for students	14
Course evaluation and development.....	15

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 medicallsciences.med.unsw.edu.au)

Information about the course

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

Year of Delivery	2019
Course Code	PATH2201
Course Name	Processes in Disease
Academic Unit	School of Medical Sciences
Level of Course	Stage 2, Undergraduate
Units of Credit	6 UOC
Session(s) Offered	Term 3
Assumed Knowledge, Prerequisites or Co-requisites	Pre-requisites: ANAT2241 plus any one of ANAT2111, ANAT1521, PHSL2101, BIOC2101 and BIOC2181
Hours per Week	4-5 hours
Number of Weeks	10 weeks
Commencement Date	16 th September 2019

Summary of Course Structure (for details see 'Course Schedule')				
Component	HPW	Time	Day	Location
Lectures*	0-2	3-5 pm	Monday	Mathews A
Online modules	1	Freely accessible from the commencement of each topic		
Lab – Histopathology and Macroscopic pathology**	0-3	9-12 pm	Thursday	Wallace Wurth G06/G07 and G08 or G16/17 (TBC)
Tutorials	1	12-1 pm or 1-2 pm	Thursday	Please refer to Moodle
Integration/feedback***	0-1	12-1 pm	Friday	Ritchie Th
TOTAL	4-5			
Special Details	* Lectures are in weeks 1, 2, 3, 5, 7, and 9 ** Students attend Histopathology and Museum laboratory classes once every 2 weeks *** Integration/feedback sessions are in weeks 2, 4, 6, 8 and 10.			

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
	A/Prof Nicodemus Tedla	N.Tedla@unsw.edu.au
	Dr Karim Burkhardt	K.Burkhardt@unsw.edu.au
	Dr Chaturaka Rodrigo	C.Rodrigo@unsw.edu.au
	Prof Patsie Polly	Patsie.Polly@unsw.edu.au
Tutors & Demonstrators	TBA	
Museum Manager	Mr Derek Williamson	Derek.Williamson@unsw.edu.au

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

Academic and administrative enquiries

Administrative and general problems related to your attendance, or the content and conduct of the course, can in the first instance be addressed by consulting Dr Herbert by e-mail (C.Herbert@unsw.edu.au) copied to the co-convenor, and in the second instance be addressed by consulting A/Prof Shane Thomas, Head of Teaching in the Department of Pathology (shane.thomas@unsw.edu.au) or Professor John Pimanda, Head of the Department of Pathology (jpimanda@unsw.edu.au). 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.

For SOMS student administrative matters, please submit enquiries online via UNSW Student Portal Web Forms <http://unsw.to/webforms>.

Email etiquette

When emailing staff, ensure the subject line begins with PATH2201, followed by the subject of the message (e.g., PATH2201 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, tuberculosis, pulmonary embolism and myocardial infarction. Examples of common tumours will be introduced to demonstrate aberrations of cell growth and neoplasia.

PATH2201 is a 6 UOC course, available in Term 3 only. The 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 aims¹

PATH2201 Processes in Disease 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/studies.
5. Guide and improve students' ability to utilise appropriately the medical literature, facilitated by a scientific literacy workshop, a pathology assignment (see Assessment section) and the structure of tutorials.

Course learning outcomes²

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 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 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, histology, biochemistry and physiology.

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

Graduate attributes developed in this course³

Science Graduate Attributes	Level of FOCUS <i>0 = NO FOCUS</i> <i>1 = MINIMAL</i> <i>2 = MINOR</i> <i>3 = MAJOR</i>	Activities / Assessment
Information acquisition, evaluation and synthesis	3	<ul style="list-style-type: none"> • Lectures • Online modules and Feedback/Integration sessions • Tutorial and practical classes • Pathology assignment • Online quizzes
Research, inquiry and analytical thinking abilities	3	<ul style="list-style-type: none"> • Pathology Assignment • Online modules and Feedback/Integration sessions • Tutorial quizzes
Communication	2	<ul style="list-style-type: none"> • Pathology assignment • Tutorials • Tutorial quizzes
Teamwork, collaborative and management skills	2	<ul style="list-style-type: none"> • Team-based learning in tutorials and tutorial quizzes • Practical classes

³ [Contextualised Science Graduate Attributes](#)

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.

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. Practical classes on histopathology employ computer-based virtual microscopy to illustrate the microscopic appearances of the pathological processes described in lectures and macroscopic pathology classes. 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 PATH2201 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 lectures and some online modules. The key difference between the courses is the structure of the weekly practical sessions.

- **PATH2201** students attend Histopathology and Macroscopic Pathology practical classes every two weeks.
- **PATH2202** students attend a weekly Clinicopathological Correlation Session, which includes Museum specimens (and limited histology), but with more emphasis on the clinical setting of the disease and relevance to Exercise Physiology.

Course schedule (PATH2201)

Wk	Day	Date	Time	Location	Instructor	Class	Title
1	Mon	16/09	3-5 pm	Mathews A	Herbert; Velan	Lec	Introduction; Concepts and classification of disease
	Thu	19/09	9-12 pm See practical group list (Moodle)	Group A: WWG6/7	Group A: Burkhardt	Prac	Histopathology I – Introduction to histopathology
				Group B: WWG08 or WWG16	Group B: Herbert/Weber		Macroscopic pathology I – Induction and introduction to macroscopic specimens
Thu	19/09	12-1 pm or 1-2 pm				No tutorial this week	
2	Mon	23/09	3-5 pm	Mathews A	Weber; Herbert/Polly	Lec	Responses to injury; Scientific writing literacy
	Thu	26/09	9-12 pm See practical group list (Moodle)	Group C: WWG6/7	Group C: Burkhardt	Prac	Histopathology I – Introduction to histopathology
				Group D: WWG08 or WWG16	Group D: Herbert/Weber		Macroscopic pathology I – Induction and introduction to macroscopic specimens
	Thu	26/09	12-1 pm or 1-2 pm	See tutorial group list (Moodle)	See tutorial group list (Moodle)	Tut	Tutorial 1: Classification of disease/Response to injury (Formative Quiz 1)
Fri	27/09	12-1 pm	Ritchie Th	Weber	Sem	Integration/Feedback session: Introduction	
Topic 1: Acute inflammation							
3	Mon	30/09	3-5 pm	Mathews A	Velan	Lec	Overview lecture: Acute inflammation
	Thu	3/10	9-12 pm See practical group list	Group A: WWG6/7	Group A: Burkhardt	Prac	Histopathology II – Acute inflammation
				Group B: WWG08 or WWG16	Group B: Herbert/Weber		Macroscopic pathology II – Acute inflammation
Thu	3/10	12-1 pm or 1-2 pm	See tutorial group list	See tutorial group list	Tut	Tutorial 2: Acute inflammation I: Appendicitis	
4	Thu	10/10	9-12 pm See practical group list	Group C: WWG6/7	Group C: Burkhardt	Prac	Histopathology II – Acute inflammation
				Group D: WWG08 or WWG16	Group D: Herbert/Weber		Macroscopic pathology II – Acute inflammation
	Thu	10/10	12-1 pm or 1-2 pm	See tutorial group list	See tutorial group list	Tut	Tutorial 3: Acute inflammation II: Pneumonia (Formative Quiz 2)
Fri	11/10	12-1 pm	Ritchie Th	Velan	Sem	Integration/Feedback session: Acute inflammation	
Topic 2: Healing and chronic inflammation							
5	Mon	14/10	3-5 pm	Mathews A	Herbert	Lec	Overview lecture: Healing and chronic inflammation
	Thu	17/10	9-12 pm See practical group list	Group A: WWG6/7	Group A: Burkhardt	Prac	Histopathology III – Chronic inflammation
				Group B: WWG08 or WWG16	Group B: Herbert/Weber		Macroscopic pathology III – Chronic inflammation
Thu	17/10	12-1 pm or 1-2 pm	See tutorial group list	See tutorial group list	Tut	Tutorial 4: Chronic inflammation I: (Peptic ulceration)	

Wk	Day	Date	Time	Location	Instructor	Class	Title
6	Mon	21/10	3-5pm	Mathews A			MID-TERM EXAM (Covering weeks 1-4 inclusive)
6	Thu	24/10	9-12 pm See practical group list	Group C: WWG6/7 Group D: WWG08 or WWG16	Group C: Burkhardt Group D: Herbert/Weber	Prac	Histopathology III – Chronic inflammation Macroscopic pathology III – Chronic inflammation
	Thu	24/10	12-1 pm or 1-2 pm	See tutorial group list	See tutorial group list	Tut	Tutorial 5: Chronic inflammation II: Tuberculosis (Formative Quiz 3)
	Fri	25/10	12-1 pm	Ritchie Th	Herbert	Sem	Integration/Feedback session: Healing and chronic inflammation
Topic 3: Vascular diseases							
7	Mon	28/10	3-5 pm	Mathews A	Weber	Lec	Overview lecture: Thrombosis, embolism and infarction
	Thu	31/10	9-12 pm See practical group list	Group A: WWG6/7 Group B: WWG08 or WWG16	Group A: Burkhardt Group B: Herbert/Weber	Prac	Histopathology IV –Vascular diseases Macroscopic pathology IV – Vascular diseases
	Thu	31/10	12-1 pm or 1-2 pm	See tutorial group list	See tutorial group list	Tut	Tutorial 6: Vascular diseases I: Deep vein thrombosis
8	Mon	4/11	5 pm	Online (Moodle)	PATHOLOGY ASSIGNMENT DUE		
	Thu	7/11	9-12 pm See practical group list	Group C: WWG6/7 Group D: WWG08 or WWG16	Group C: Burkhardt Group D: Herbert/Weber	Prac	Histopathology IV –Vascular diseases Macroscopic pathology IV – Vascular diseases
	Thu	7/11	12-1 pm or 1-2 pm	See tutorial group list	See tutorial group list	Tut	Tutorial 7: Vascular disease II: Atherosclerosis and myocardial infarction (Formative Quiz 4)
	Fri	8/11	12-1 pm	Ritchie Th	Weber	Sem	Integration/Feedback session: Thrombosis, embolism, and infarction
Topic 4: Neoplasia							
9	Mon	11/11	3-5 pm	Mathews A	Tedla	Lec	Overview lecture: Neoplasia
	Thu	14/11	9-12 pm See practical group list	Group A: WWG6/7 Group B: WWG08 or WWG16	Group A: Burkhardt Group B: Herbert/ TBA	Prac	Histopathology V – Disorders of growth Macroscopic pathology V – Disorders of growth
	Thu	14/11	12-1 pm or 1-2 pm	See tutorial group list	See tutorial group list	Tut	Tutorial 8: Disorders of growth I: Colonic masses
10	Thu	21/11	9-12 pm See practical group list	Group C: WWG6/7 Group D: WWG08 or WWG16	Group C: Tedla Group D: Herbert/Weber	Prac	Histopathology V – Disorders of growth Macroscopic pathology V – Disorders of growth
	Thu	21/11	12-1 pm or 1-2 pm	See tutorial group list	See tutorial group list	Tut	Tutorial 9: Disorders of growth II: Breast lumps (Formative Quiz 5)
	Fri	22/11	12-1 pm	Ritchie Th	Tedla	Sem	Integration/Feedback session: Neoplasia

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

Blended learning

Content in PATH2201 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. Review quizzes are included at the end of each online module. Students must achieve a score of at least 80% in the review quiz for the module to be considered complete, but quizzes can be attempted multiple times. Students must complete the online modules BEFORE the relevant Integration/Feedback session (see dates below).

Week	Online Modules	Topic	Date available	Expected completion
1/2	<ul style="list-style-type: none">• Introduction to immune responses	Introduction	16 th September	27 th September
3/4	<ul style="list-style-type: none">• Appendicitis• Pneumonia	Acute inflammation	30 th September	11 th October
5/6	<ul style="list-style-type: none">• Healing• Peptic ulcer disease• Tuberculosis	Healing & chronic inflammation	14 th October	25 th October
7/8	<ul style="list-style-type: none">• Thrombosis and embolism• Atherosclerosis	Vascular diseases	28 th October	8 th November
9/10	<ul style="list-style-type: none">• Disturbances of growth• Colorectal carcinoma• Breast carcinoma	Neoplasia	11 th November	22 nd November

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
Online quizzes	15%	Online quizzes	Various
Mid-term exam	20%	1-hour exam	Oct 21
Pathology Assignment	20%	Report (2000 words)	Nov 4
End of course exam	45%	2-hour exam	TBC

Online quizzes (15%)

Students will complete short quizzes at end of each online module. Quizzes can be attempted multiple times and the highest score achieved **before the Feedback/Integration session for the current topic** will be recorded. Students will also answer questions during the in-class Integration/Feedback sessions using the active learning tools via the UNSW Lecture Recordings+ service. For this assessment, 50% of the total marks will come from quizzes in online modules; 50% will come from Integration/Feedback sessions.

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 appendicitis, pneumonia, tuberculosis, peptic ulcer disease, atherosclerosis, thromboembolism, myocardial infarction, colorectal carcinoma and breast carcinoma.

Feedback:

For the online modules, feedback will be provided online at the completion of each quiz. For the in-class sessions, feedback will be provided by the lecturer based on student responses submitted in class.

Mid-term exam (20%)

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 in weeks 1-4 inclusive.

Knowledge & abilities assessed:

- Same as for the online quizzes.

Feedback:

Feedback will be provided in the tutorial in week 7.

Pathology assignment (20%)

The Pathology assignment assesses awareness of pathological processes, the roles of 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 specimen of interest from the Museum of Human Disease that is relevant to one of the pathological processes studied in this course:

- 1) Acute inflammation
- 2) Chronic inflammation
- 3) Thrombosis, embolism & infarction (vascular disease)

4) Neoplasia

Students will write a report which outlines background information on the disease, how medical research has improved understanding of the disease, and a research question, that if answered, would further enhance understanding of the disease. The report should utilise and cite appropriate medical/scientific literature at an academic standard.

Knowledge & abilities assessed:

Awareness of the role of 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 peer-feedback on a draft of their assignments. Students will receive marks and feedback via Moodle 10 days after the submission date.

End of course exam (45%)

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 online quizzes.

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 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](#)

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 PATH2201 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 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 Histopathology or Macroscopic images via the BEST Network can use computers located in G06/G07 or G16/G17, Wallace Wurth Building.

Administrative matters

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

<https://medicallsciences.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 Pathology 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.

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 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

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
Course review	April 2019	<p>Review quizzes and integration/feedback sessions will be changed to a summative assessment rather than a formative assessment</p> <p>Tutorial quizzes will be removed as an assessment task. However, they will be retained as a formative feedback activity.</p> <p>The media assignment will be revised to a Pathology assignment based on a specimen from the museum of human disease.</p>
Course review	April 2018	<p>Review quizzes and integration/feedback sessions will be changed to a formative assessment rather than a summative assessment</p> <p>A mid-semester exam will be introduced at the beginning of week 6 in response to feedback from student representatives and MyExperience surveys.</p> <p>The online modules will be revised and refreshed.</p> <p>The media assignment will be revised to an individual task.</p> <p>The Moodle page will be extensively revised to simplify and enhance navigation.</p>
Course Review	April 2017	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>As part of the Inspired Learning Initiative, the practical classes in both PATH2201 and PATH2202 will be enhance with new adaptive tutorials (Smart Sparrow) to further incorporate blended learning into the course.</p>