



**UNSW**  
SYDNEY



# **PATH3206**

## **Cancer Pathology**

**Course Outline  
Term 2, 2022**

**School of Medical Sciences  
Faculty of Medicine & Health**

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## 1. Staff

Position	Name	Email	Consultation times and locations
Course Convenor	A/Prof Cristan Herbert	<a href="mailto:c.herbert@unsw.edu.au">c.herbert@unsw.edu.au</a>	Email for appointment Room 417 Level 4 Wallace Wurth C27 Or MS Teams
Course Co-Convenor	Dr Chaturaka Rodrigo	<a href="mailto:c.rodrigo@unsw.edu.au">c.rodrigo@unsw.edu.au</a>	Email for appointment
Course Co-Convenor	Dr Karim Burkhardt	<a href="mailto:k.burkhardt@unsw.edu.au">k.burkhardt@unsw.edu.au</a>	Email for appointment
Lecturer	Dr Martin Weber	<a href="mailto:martin.weber@unsw.edu.au">martin.weber@unsw.edu.au</a>	Email
	A/Prof Caroline Ford	<a href="mailto:caroline.ford@unsw.edu.au">caroline.ford@unsw.edu.au</a>	Email
	A/Prof David Croucher	<a href="mailto:d.croucher@unsw.edu.au">d.croucher@unsw.edu.au</a>	Email
	A/Prof Mark Cowley	<a href="mailto:m.cowley@unsw.edu.au">m.cowley@unsw.edu.au</a>	Email
	A/Prof Thomas Cox	<a href="mailto:t.cox@unsw.edu.au">t.cox@unsw.edu.au</a>	Email
	Prof Bernard Stewart	<a href="mailto:b.stewart@unsw.edu.au">b.stewart@unsw.edu.au</a>	Email
	Prof Gary Velan	<a href="mailto:g.velan@unsw.edu.au">g.velan@unsw.edu.au</a>	Email
	Prof Mark Hertzberg	<a href="mailto:m.hertzberg@unsw.edu.au">m.hertzberg@unsw.edu.au</a>	Email
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	Prof Nigel Turner	<a href="mailto:n.turner@unsw.edu.au">n.turner@unsw.edu.au</a>	Email
Tutors	To be confirmed		

## **2. Course information**

Units of credit: 6

Pre-requisite(s): PATH2201 or PATH2202

Teaching times and locations:

<http://timetable.unsw.edu.au/2022/PATH3206.html>

### **2.1 Course summary**

PATH3206 aims to promote understanding of the pathogenic mechanisms underlying neoplasia. There is detailed discussion of molecular carcinogenesis, the metastatic process, and techniques for diagnosis, incorporating recent advances in molecular oncology (genomics, metabolism, immunotherapy, targeted therapeutics, systems biology). Discussion will integrate recent and emerging research findings and develop communication skills and critical thinking. Topics covered include neoplasia of the colon, breast, stomach, skin, lung, haematological, and reproductive tract.

To understand these processes, you will draw on your prior knowledge of anatomy, histology, molecular biology, biochemistry and physiology.

For those wishing to pursue a career in research or hospital-based laboratory work, the course will not only develop basic knowledge of molecular processes, but also provide a framework for understanding how these processes link to the modern practice of medicine. Similarly, for those who may wish to pursue a career in the health sciences, the course will provide an understanding of the cellular and molecular processes underlying clinical manifestations of neoplasia.

In response to the COVID-19 pandemic, PATH3206 will be delivered in a hybrid format for 2022. Lectures and practical classes will be online, while tutorial classes will be face-to-face (where possible). We acknowledge and appreciate this may impose additional challenges for both staff and students. We have put a lot of thought into the online components of the course and are determined to provide the best possible experience.

### **2.2 Course aims**

PATH3206 aims to promote understanding of the molecular pathogenetic mechanisms underlying neoplasia. To understand neoplasia, students will need to draw on their knowledge of normal anatomy, histology, biochemistry and physiology.

### **2.3 Course learning outcomes (CLO)**

At the successful completion of this course you (the student) should be able to:

- Describe the molecular and cellular pathogenetic mechanisms of carcinogenesis and metastasis;
- Relate clinical and macro/microscopic features with underlying pathogenetic mechanisms;
- Describe the epidemiology, aetiology, diagnosis, staging, treatment and prognosis of cancers;
- Explain how recent research advances are driving better understanding of molecular pathogenesis and to develop new therapies;
- Develop skills in critical thinking and written and oral communication;
- Develop skills in collaborative teamwork.

## 2.4 Relationship between course learning outcomes and assessments

Course Learning Outcome (CLO)	LO Statement	Related Tasks & Assessment
CLO 1	Describe the molecular and cellular pathogenetic mechanisms of carcinogenesis and metastasis	<ul style="list-style-type: none"><li>• Mid-Session Examination</li><li>• End of Course Final Examination</li></ul>
CLO 2	Relate clinical and macro/microscopic features with underlying pathogenetic mechanisms	<ul style="list-style-type: none"><li>• Team and Individual Quizzes</li><li>• Mid-Session Examination</li><li>• Team Presentation</li><li>• End of Course Final Examination</li></ul>
CLO 3	Describe the epidemiology, aetiology, diagnosis, staging, treatment and prognosis of cancers	<ul style="list-style-type: none"><li>• Team and Individual Quizzes</li><li>• Mid-Session Examination</li><li>• Team Presentation</li><li>• End of Course Final Examination</li></ul>
CLO 4	Explain how recent research advances are driving better understanding of molecular pathogenesis and to develop new therapies	<ul style="list-style-type: none"><li>• Team and Individual Quizzes</li><li>• Mid-Session Examination</li><li>• Team Presentation</li><li>• End of Course Final Examination</li></ul>
CLO 5	Develop skills in critical thinking and written and oral communication	<ul style="list-style-type: none"><li>• Team Presentation</li></ul>
CLO 6	Develop skills in collaborative teamwork	<ul style="list-style-type: none"><li>• Team and Individual Quizzes</li><li>• Team Presentation</li></ul>

## 3. Strategies and approaches to learning

### 3.1 Learning and teaching activities

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 team quizzes and peer teaching. You are also encouraged to utilise your allocated teams as study groups.
2. A series of **lectures** introduce you to pathological processes, as well as specific examples of those processes affecting organs and tissues;
3. **Tutorials** are intended to extend and amplify your understanding of material presented in lectures in an interactive format, where you are encouraged to clarify any difficulties regarding the concepts discussed. Students will be allocated into teams and will complete individual and team quizzes. Pre-reading will be assigned for each tutorial;
4. **Practical classes** will have a narrative-based approach where you will follow the story of 3 patients throughout the course from the point of diagnosis to learn about various aspects of cancer diagnosis, research / data interpretation, treatment, prognosis, ethical and humane aspects of a terminal illness. Macroscopic “pots” will be generally used in conjunction with projected microscopic slides, X-rays and other materials;
5. Learning is supported via **Moodle** and **Teams**. Announcements, timetables, lecture slides, vslides and other resources will be made available during the course. The links of slides relevant to practicals will be hosted on the course moodle page

### **3.2 Expectations of students**

Students are reminded that UNSW recommends that a 6 units-of-credit course should involve about 150 hours of study and learning activities. The formal learning activities total approximately 50 hours throughout the term and students are expected (and strongly recommended) to do at least the same number of hours of additional study.

Students are required to attend at least 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 (A/Prof Herbert) to discuss their eligibility to sit the exam.

Students are also required to be present for the entire duration of the research symposium on both days

#### **Email etiquette**

When emailing staff, ensure the subject line begins with PATH3206, followed by the subject of the message (e.g., PATH3206 Practical classes). Ensure that you include your student number in your email. Appropriate salutations are appreciated (see [here](#) for a useful guide).

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

## 4. Course schedule and structure

### PATH3206 Cancer Pathology Timetable T2, 2022

Week	Date	Time	Format	Lecturer	Activity	Title
1	30/05	3-4	Online	Herbert	Lecture	Introduction & overview
	30/05	4-5	Online	Herbert	Lecture	Neoplasia
	31/05	5-6	Online	Herbert	Lecture	Research or rubbish introduction
	2/06	9-11	Online	Rodrigo/Burkhardt	Practical	What is wrong with me?
	2/06	1-2	In person	See Moodle	Tutorial	Research or rubbish topics (+ Mock Quiz)
2	6/06	3-4	Online	Herbert	Lecture	Hallmarks of Cancer I
	6/06	4-5	Online	Herbert	Lecture	Hallmarks of Cancer II
	7/06	5-6	Online	Stewart	Lecture	Carcinogenesis & risk I
	9/06	9-11	Online	Rodrigo/Burkhardt	Practical	Under the microscope
	9/06	1-2	In person	See Moodle	Tutorial	Neoplasia (+ Quiz 1*)
3	13/06				<b>No lecture (public holiday)</b>	
	14/06	5-6	Online	Stewart	Lecture	Carcinogenesis & risk II
	16/06	9-11	Online	Rodrigo/Burkhardt	Practical	Making sense of the numbers
	16/06	1-2	In person	See Moodle	Tutorial	Carcinogenesis
4	20/06	3-4	Online	Burkhardt	Lecture	Breast cancer
	20/06	4-5	Online	Cox	Lecture	Metastasis and novel therapies
	21/06	5-6	Online	Croucher	Lecture	Systems biology
	23/06	9-11	Online	Rodrigo/Burkhardt	Practical	What are my options?
	23/06	1-2	In person	See Moodle	Tutorial	Breast cancer (+ Quiz 2*)
5	27/06	3-4	Online	Rodrigo	Lecture	Lung cancer
	27/06	4-5	Online	Rodrigo	Lecture	Tumour microenvironment & inflammation
	28/06	5-6	Online	Turner	Lecture	Cancer metabolism
	30/06	9-11	Online		Assessment	<b>MID-TERM EXAM (1 hour plus reading)</b>
	30/06	1-2	In person	See Moodle	Tutorial	Lung cancer
6	No Classes			<b>FLEXIBILITY WEEK</b>		

*Continued....*

<b>Week</b>	<b>Date</b>	<b>Time</b>	<b>Format</b>	<b>Lecturer</b>	<b>Activity</b>	<b>Title</b>
7	11/07	3-4	Online	Tedla	<b>Lecture</b>	Colorectal cancer
	11/07	4-5	Online	Tedla	<b>Lecture</b>	Upper GI cancer
	12/07	5-6	Online	Herbert	<b>Lecture</b>	Mid-term exam feedback
	14/07	9-11	In person (WWLG03 or CLB4)	Herbert/Rodrigo/ Burkhardt/Polly	<b>Research symposium**</b>	
	14/07	1-2	In person	See Moodle	<b>Tutorial</b>	Upper GI & colorectal cancer
8	18/07	3-4	Online	Weber	<b>Lecture</b>	Paediatric cancers
	18/07	4-5	Online	Cowley	<b>Lecture</b>	Cancer genomics
	19/07	5-6	Online	Hertzberg	<b>Lecture</b>	Leukaemia and lymphoma
	21/07	9-11	In person (WWLG03 or CLB4)	Herbert/Rodrigo/ Burkhardt/Polly	<b>Research symposium**</b>	
	21/07	1-2	In person	See Moodle	<b>Tutorial</b>	Paediatric cancers (+ Quiz 3*)
9	25/07	3-4	Online	Velan	<b>Lecture</b>	Skin cancer
	25/07	4-5	Online	Rodrigo	<b>Lecture</b>	Tumour immunology
	26/07	5-6	Online	Phillips	<b>Lecture</b>	Targeted therapies
	28/07	9-11	Online	Rodrigo/Burkhardt	<b>Practical</b>	If I knew earlier, would it have mattered?
	28/07	1-2	In person	See Moodle	<b>Tutorial</b>	Skin cancer
10	1/08	3-4	Online	Ford	<b>Lecture</b>	Reproductive cancer
	1/08	4-5	Online	Rodrigo	<b>Lecture</b>	Viral carcinogenesis
	2/08	5-6	Online	Herbert	<b>Lecture</b>	Course review & summary
	4/08	9-11	Online	Rodrigo	<b>Practical</b>	I am a person, not a disease
	4/08	1-2	In person	See Moodle	<b>Tutorial</b>	Reproductive cancers & viral carcinogenesis (+ Quiz 4*)

Note (\*): The content assessed in each quiz (which will be informed via Moodle before the quiz) is different to the topic of the tutorial.

Note (\*\*): All students are expected to be present for the entire duration of the research symposium on both days – This is an assessment task.

Exam Period: 12 August – 25 August

Supplementary Exam Period: 5 September – 9 September

## 5. Assessment

### 5.1 Assessment tasks

Students will undertake multiple forms of assessment during term:

Assessment task	Length	Weight	Due date and time
<b>Assessment 1:</b> Team and Individual Quizzes	10 minutes each	10%	Weeks 2, 4, 8, 10
<b>Assessment 2:</b> Mid-Session Examination	1 hour plus 15 minutes reading	20%	Week 5
<b>Assessment 3:</b> Team presentation	Group presentation (flexible format); group report	30%	Submission due in week 7; Presentations will take place in weeks 7 & 8
<b>Assessment 4:</b> End Of Course Final Examination	2 hours plus 15 minutes reading	40%	UNSW exam period

#### Team and individual quizzes

There will be quizzes held in the tutorial sessions consisting of MCQs. Some tutorial quizzes will be undertaken by the individual student and then by the team, others just individually. Pre-reading for the quizzes is specified in the tutorial outlines of the course manual and via Moodle announcement.

##### *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-Session examination

A Mid-session examination will be conducted in Week 5. The examination will be 1 hour (plus reading time) and include material covered in Weeks 1-5 of PATH3206 (including lectures in week 5). The exam will be online via the Inspera platform and may include multiple choice and short answer questions. The skills achieved by mastering the tutorial quizzes will be assessed in this exam.

##### *Feedback:*

Individual marks will be released on Moodle 10 days after the mid-term exam. Feedback on overall performance will be provided during a mid-term exam feedback lecture in week 7.

## **Team Presentation: Research or Rubbish? Media and Critical Thinking**

This assignment requires students working in teams to undertake a critical assessment of media coverage of recent cancer research. Teams will present their findings in both a written report and in mixed media format at a research symposium.

### **The Task**

1. Choose a recent (i.e. within the last year) media story about cancer (e.g. from TV, online, print, radio).
2. Identify and assess the primary research and review publication(s) relevant to the media story (preferably including relevant institutional press releases).
3. Provide a summary of the media coverage/report and perform a critical evaluation of the media reporting of the underlying research.
4. Each group will submit both a written report and present their findings using flexible format (video, animation, audio, live presentation, poster etc).

### **Submission of Team project**

**Written reports** (1 per team) must be submitted electronically as a PDF (or Word .doc) via Moodle **no later than 5pm Friday 24/6/2022**.

#### **IMPORTANT:**

**The document must have PATH3206, and team number in the file name, e.g. PATH3206\_Team1.pdf**

**Team presentations** will be presented in a research symposium during **weeks 7 and 8**. The presentation order will be determined by random draw during the symposium. Therefore, all Teams must be ready to present by week 7. A copy of the presentation must be submitted electronically to the course convenor by email **no later than 9am Thursday 14/07/2022**.

#### *Feedback:*

Marks and written feedback will be received on the report via Moodle. Marks plus written and verbal feedback will be provided by academic staff and peer assessors after the presentation. Students will also receive a mark and feedback on their contribution to Teamwork from each member of their team.

### **End of course final examination**

A 2-hour end of course examination. This exam will be online via the Inspera platform and may include multiple choice questions and short answer questions. The questions assess all the learning outcomes and may cover any content delivered throughout the term. This examination encourages an in-depth engagement with pathology within a clinical context. The questions vary in style; some questions may have two parts.

#### *Feedback:*

Individual marks will be made available on Moodle on the UNSW official release of results date.

### **Further information**

UNSW grading system: <https://student.unsw.edu.au/grades>

UNSW assessment policy: <https://student.unsw.edu.au/assessment>

## **5.2 Assessment criteria and standards**

### **Team reports/presentations:**

**Written reports 2000 words (12.5% of final course mark):** Will be assessed by staff according to following criteria:

**1. Is the media reporting supported by the research literature? (30% weight)**

- Clear and concise summary of the media report on the topic
- Identification and discussion of research article on which media report was based (e.g. appropriate methods, samples sizes, statistical analysis etc)
- Evaluation the broader opinion/evidence relevant to the topic from the medial/scientific literature (i.e. supporting or conflicting evidence)?

**2. Strengths and weaknesses of the reporting? (30% weight)**

- Critical analysis of the reporting style (was it balanced or sensationalised?)
- Is the relevant research article accurately described in the media piece?
- Does the reporting accurately reflect the conclusions of the research article?
- Evaluation of potential bias in the media reporting

**3. Effective use of recent medical/scientific literature (20% weight)**

- Utilisation of current medical/scientific literature to support their arguments (minimum of 3 primary research articles required)
- Appropriate in-text citations (APA 7<sup>th</sup> Edition) throughout
- Complete and correctly formatted reference (APA 7<sup>th</sup> Edition)

**4. Effective written communication (20% weight)**

- Overall presentation (Title page, neatly formatted, appropriate subheadings, appropriate use of figures and/or tables)
- Structure (introduction, body and conclusion/summary, logical flow)
- Written expression (Readability, appropriate expression, correct grammar, spelling)

Written reports are to be 2000 words ( $\pm 10\%$ ). The word count does not include the title page, table of contents (if included), in-text citations, figures, figure legends, tables, table descriptions, or the reference list. Everything else is included. The APA 7<sup>th</sup> edition is to be used for in-text citations.

## **Assessment Criteria**

**Team Presentation (12.5% of final course mark):** Will be assessed by 2 academic staff and 2 peer teams according to following criteria:

**1. Critical discussion of the science in context: (25% weight)**

- Clear and concise summary of the media report on the topic
- Evaluation the broader opinion/evidence relevant to the topic from the medial/scientific literature (i.e. supporting or conflicting evidence)?

**2. Discuss or Demonstrate strengths and weaknesses of the original media reporting: (25% weight)**

- Critical analysis of media reporting style
- Evaluation of potential bias in the media reporting

**3. Effective communication: (25% weight)**

- Well-structured, clear and informative presentation
- Creative and engaging presentation.
- Appropriate timing

**4. Questions (25% weight)**

- All questions answered clearly, accurately, and concisely.

Flexibility and creativity are encouraged in your presentations. Teams will have 5 minutes in which to give their presentation, followed by 3 minutes for audience questions. Aim to keep within  $\pm 1$  minute of the allocated time (Appropriate timing is part of the assessment criteria). You may use APA 7<sup>th</sup> edition or any other appropriate referencing convention in your presentation (if appropriate).

**Peer assessment of Teamwork (5% of final course mark):** Will be assessed by members of your research team according to the following attributes from the UNSW Teamwork Skills Development Framework:

1. **Fosters constructive team climate**
2. **Contributes to team meetings**
3. **Facilitates the contribution of team members**
4. **Individual contributions outside of team meetings**
5. **Adaptability and negotiation**
6. **Responds to conflict**

## **5.3 Submission of assessment tasks**

### **Late Submission**

Late submissions will be penalized at 5% per day for the first 5 calendar days. Submissions received after 5 days will receive zero marks but may be given feedback.

### **Special Consideration**

If you experience a short-term event beyond your control (exceptional circumstances) that impacts your performance in a particular assessment task, you can apply for Special Consideration.

You must apply for Special Consideration **before** the start of your exam or due date for your assessment, except where your circumstances of illness or misadventure stop you from doing so.

If your circumstances stop you from applying before your exam or assessment due date, you must **apply within 3 working days** of the assessment, or the period covered by your supporting documentation.

UNSW has a Fit to Sit/Submit rule, which means that if you sit an exam or submit an assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration.

More information can be found on the [Special Consideration website](#).

### **Supplementary examination**

A supplementary examination may be awarded to students who lodge application for special consideration according to the UNSW guidelines published here: <https://student.unsw.edu.au/special-consideration>. If granted, supplementary exams for Term 2, 2022 will be held between 5<sup>th</sup> and 9<sup>th</sup> September 2022.

## **5.4. Feedback on assessment**

Progressive feedback will be provided after each assessment task as outlined in section 5.1 Assessment tasks.

## **6. Academic integrity, referencing and plagiarism**

**Referencing** is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

*Please use current APA referencing style for this course.*

Further information about referencing styles can be located at  
<https://student.unsw.edu.au/referencing>

**Academic integrity** is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect,

responsibility and courage.<sup>1</sup> At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The Current Students site <https://student.unsw.edu.au/plagiarism>, and
- The ELISE training site <http://subjectguides.library.unsw.edu.au/elise/presenting>

The Conduct and Integrity Unit provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

## 7. Readings and resources

### 7.1 Recommended text

You are expected to acquire the following textbook:

- Robbins Basic Pathology. 10<sup>th</sup> edition. V. Kumar, A.K. Abbas, & J.C. Aster (2018). Saunders & Co. Philadelphia PA; Elsevier Saunders.

Electronic access to this textbook is also available via a Leganto link in the PATH3206 Moodle page or via the UNSW library website (<https://primoa.library.unsw.edu.au>).

The following additional/optional textbook is highly recommended for students wishing to study the molecular biology or clinical features of diseases in greater depth (The 9th edition is also available as an e-book through the University Library):

- Robbins and Cotran Pathologic Basis of Disease. 10th Ed. V. Kumar, A.K. Abbas & J.C. Aster. (2021). Elsevier.

### 7.2 Images of disease (IOD) database

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 app for iPhone and iPad is available to download from that website. Android and Windows phone versions of the IOD app are also available.

The following information might help you understand more about IOD.

#### What you get

- Over 3000 images relevant to your study as an undergraduate. Many of these images represent specimens from the Museum of Human Disease, or histopathological images from the student histopathology slide sets. Accompanying X-rays and images of surgical and autopsy specimens are also available.
- A database that links them all together

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<sup>1</sup> International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

- A user interface that lets you access the images in a variety of ways
- Interactive "hot-spotted" images to assist your understanding of macroscopic pathology.

### **What you do not get**

- A collection of images that you can send to your friends, put in your magazines, put on the Internet or whatever other scheme seems clever at the time.  
**Many of the images used in this program are of sensitive nature, and are intended for the purpose of private study by pathology students and graduates. You should exercise appropriate standards of professional ethics when using them.**
- A high level of technical support  
Unfortunately, it will be impossible for us to answer all your problems immediately, as we have very limited resources. We will of course make every effort to help and will provide you with a listing of known problems and difficulties on request.

**The Museum of Human Disease page contains links to some excellent undergraduate and postgraduate educational resources**, of which we would encourage you to make full use.

See <http://medicalsciences.med.unsw.edu.au/students/undergraduate/learning-resources>

### **7.3 BEST Network**

The Best Network is a network of universities developing and sharing image-based resources for education and assessment including images of macroscopic and microscopic specimens (from the Museum of Human Disease at UNSW). Students in PATH3206 can access the Best Network resources via <http://www.best.edu.au/>

### **7.4 Additional learning resources**

In addition, 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:

Key Dates:

<https://student.unsw.edu.au/dates>

Student Support and Development

<https://student.unsw.edu.au/support>

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

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

The Cancer Council New South Wales

<https://www.cancercouncil.com.au/>

The NSW Cancer Institute

<http://www.cancerinstitute.org.au/>

National Cancer Institute (USA)

<http://www.cancer.gov/>

## **8. Administrative matters**

Administrative and general problems related to your attendance, or the content and conduct of the course, can in the first instance be addressed by consulting A/Prof Cristan Herbert ([c.herbert@unsw.edu.au](mailto:c.herbert@unsw.edu.au)) by e-mail. Students wishing to see other members of staff should email and **make an appointment**. If students have difficulties of a personal nature, they can contact the School's Grievance Officer, Professor Nick Di Girolamo.

Other enquiries, including enrolment enquiries, should be submitted via student portal  
<https://portal.insight.unsw.edu.au/web-forms/>

## **9. Additional support for students**

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- *Student Wellbeing and Health* <https://www.student.unsw.edu.au/wellbeing>
- UNSW IT Service Centre: <https://www.myit.unsw.edu.au/services/students>
- *UNSW Student Life Hub*: <https://student.unsw.edu.au/hub#main-content>
- *Student Support and Development*: <https://student.unsw.edu.au/support>
- *IT, eLearning and Apps*: <https://student.unsw.edu.au/elearning>
- *Student Support and Success Advisors*: <https://student.unsw.edu.au/advisors>
- *Equitable Learning Services (Formerly Disability Support Unit)*: <https://student.unsw.edu.au/els>
- *Transitioning to Online Learning* <https://www.covid19studyonline.unsw.edu.au/>
- *Guide to Online Study* <https://student.unsw.edu.au/online-study>