

## **HS 390 Human Pathophysiology Fall Semester 2015**

**Instructor:** Reed Brooks MS, PA(ASCP)  
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**Office hours:** Thursdays 12-3

### **Course Meeting Time/Location**

CAC 333 11-12:50

### **Course Description:**

HS 390 Human Pathophysiology (4 cr.)

Examine fundamental concepts of disease such as cellular adaptation and injury, inflammation, immunity, edema, and neoplasia and apply them to common diseases of select organ systems.

### **Prerequisites:**

Biology 285; Biology 387 (or concurrent)

### **Textbook Rental:**

Damjanov, I. (2012). Pathology for the Health Professions (4th ed.). St. Louis: Elsevier.

### **Recommended:**

Any college-level human physiology textbook for reference.

### **Learning Outcomes:**

Following completion of HS 390 Human Pathophysiology, students will:

- 1) understand the mechanisms of common diseases.
- 2) relate the development of disease states to their etiology.
- 3) discuss clinical and laboratory manifestations of disease.
- 4) analyze environmental factors that contribute to the pathogenesis of disease.
- 5) evaluate signs and symptoms of disease in select cases.
- 6) summarize general goals and treatment therapies for select disease processes.

### **Course Format:**

The course format consists of lecture and class discussion. Exams will be administered during regular class times. All course-related materials will be posted on D2L.

To be successful in this course, several strategies are recommended:

1. Attend class! Exams are based on lectures. Active participation will reinforce learning. Material will frequently be related to problems in clinical settings.
2. Take notes in class. Go over those lecture notes as soon as possible following class.
3. Study in short timeframes and frequently (several times each day) to help focus and think about concepts. Discuss content with peers between classes to help with understanding.

4. Use class text for reference. Relevant text readings may help to reinforce lecture topics.
5. Review related anatomy and physiology concepts concurrently with lecture topics to reinforce understanding of concepts and to promote retention.
6. Address the objectives provided for each content area.
7. Contact instructor if you need concepts clarified further.

**Course Grade:**

Exam 1	15%
Exam 2	15%
Exam 3	15%
Exam 4	15%
Comprehensive Final	30%
Assignments	10%

**Grading Scale:**

Total point value places participants into grading categories listed below. Percentages provided are of total possible course points earned.

93 – 100	A	77 – 79	C+
90 – 92	A-	73 – 76	C
87 – 89	B+	70 – 72	C-
83 – 86	B	67 – 69	D+
80 – 82	B-	60 – 66	D
		Below 60	F

**Grade:**

Exams: Exams will be scheduled during class periods, and will cover designated units and objectives under study. Questions are generally multiple choice/short answer. Exam dates are provided in the attached timetable. (See below).

***Missed exams (including the final) and Assignments can only be made-up if the student provides the instructor with a doctor's note, coaches' note, or obituary upon their first day of return to class. Failure to do so will result in the absence being unexcused and the student will receive a zero for the exam/assignment.***

The final exam will be comprehensive and will cover all materials studied in the class. A portion of the final will consist of new material not previously tested and a portion will cover all other materials studied in the course. ***Final exams must be taken during the designated timeslot listed below in the timeline during Finals week. The exam will be in-person. Exams may not be taken early or late.***

Assignments:

Students will be required to find current literature articles relating the relevant pathology for the week to their chosen future profession. Students will be expected to discuss their articles in small groups and as part of a larger group discussion as time permits.

***Missed assignments can only be made-up if the student provides the instructor with a doctor's note, coaches' note, or obituary upon their first day of return to class. Failure to do so will result in the absence being unexcused and the student will receive a zero for the assignment.***

Depending on the professional make-up of the class, attempts will be made for students to work in interprofessional teams to solve case studies with an emphasis on interprofessional team-based learning. Interprofessional education requires that students learn with, about and from each other. This learning environment helps to prepare students to later work in interprofessional clinical teams. Interprofessionalism is a model gaining strength in healthcare aimed at reducing errors, increasing patient safety, and reducing medical costs. As future healthcare professionals you will all one day be working as part of an interprofessional team.

### **Academic Integrity**

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. (Excerpt from UWSP 14.01 STATEMENT OF PRINCIPLES – See UWSP Guidebook for more information on consequences of violating academic integrity)

### **Academic Accommodations**

Support services are available for students with disabilities. Any student who has a disability and is in need of classroom and/or exam accommodations, please contact the instructor and the Office of Disability Services as soon as possible.

**The instructor reserves the right to make changes to the syllabus and course content. Any in-class announcements (verbal or written) are considered official addendum to this syllabus. It is the student's responsibility to know what changes have been made. It is the student's responsibility to check D2L and emails for course announcements.**

**HS 390 Pathophysiology  
Fall Semester 2015**

<b>Date</b>	<b>Topics</b>	<b>Activity</b>
<b>WEEK 1</b> <b>Wednesday SEPT. 2</b> Mtg Time: 11-12:50	Introduction/Class Overview Cell Pathology	Read Chapter 1 and 2
<b>WEEK 2</b> <b>Monday SEPT. 7</b> Mtg Time: 11-12:50	<b>NO CLASS LABOR DAY</b>	
<b>Wednesday, SEPT. 9</b> Mtg Time: 11-12:50	Inflammation	Read Chapter 3 <b>Case Study: Inflammation</b>
<b>WEEK 3</b> <b>Monday SEPT. 14</b> Mtg Time: 11-12:50	Immunopathology	Read Chapter 3 Journal article discussion (any previous topic)
<b>Wednesday, SET. 16</b> Mtg Time: 11-12:50	Immunopathology Cont.	<b>QA session</b>
<b>WEEK 4</b> <b>Monday, SEPT. 21</b> Mtg Time: 11-12:50	<b>Exam 1</b>	Read Chapter 4
<b>Wednesday, SEPT. 23</b> Mtg Time: 11-12:50	Neoplasia	Read Chapter 5 Journal article discussion (neoplasia)
<b>WEEK 5</b> <b>Monday, SEPT. 28</b> Mtg Time: 11-12:50	Genetic and Congenital Diseases	Read Chapter 6 <b>Case Study: Muscular Dystrophy</b>
<b>Wednesday, SEPT. 30</b> Mtg Time: 11-12:50	Hemodynamics	Read Chapter 7 Journal article discussion (genetics)
<b>WEEK 6</b> <b>Monday, OCT. 5</b> Mtg Time: 11-12:50	Cardiovascular	<b>Case Study: Congestive Heart Failure</b>
<b>Wednesday, OCT. 7</b> Mtg Time: 11-12:50	Cardiovascular Cont. Q&A	<b>QA session</b>
<b>WEEK 7</b> <b>Monday OCT. 12</b> Mtg Time: 11-12:50	<b>Exam 2</b>	Read Chapter 8
<b>Wednesday, OCT. 14</b> Mtg Time: 11-12:50	Respiratory	Read Chapter 10 Journal article discussion (respiratory)
<b>WEEK 8</b> <b>Monday, OCT. 19</b> Mtg Time: 11-12:50	Gastrointestinal	Read Chapter 10 <b>Case Study</b>
<b>Wednesday, OCT. 21</b> Mtg Time: 11-12:50	Gastrointestinal Cont.	Read Chapter 11 Journal article discussion

		(GI)
<b>WEEK 9</b> <b>Monday, OCT. 26</b> Mtg Time: 11-12:50	Liver and Biliary System	Read Chapter 12 Journal article discussion
<b>Wednesday, OCT. 28</b> Mtg Time: 11-12:50	Pancreas	<b>QA session</b>
<b>WEEK 10</b> <b>Monday, NOV. 2</b> Mtg Time: 11-12:50	<b>Exam 3</b>	Read Chapter 13
<b>Wednesday, NOV. 4</b> Mtg Time: 11-12:50	Urinary (kidneys)	Read Chapter 13 Journal article discussion (kidneys)
<b>WEEK 11</b> <b>Monday, NOV. 9</b> Mtg Time: 11-12:50	Urinary Cont. (Bladder/ureters/urethra)	Read Chapter 14
<b>Wednesday, NOV. 11</b> Mtg Time: 11-12:50	Male Repro	Journal article discussion (male repro)
<b>WEEK 12</b> <b>Monday, NOV. 16</b> Mtg Time: 11-12:50	Female Repro	Read Chapter 16 Journal article discussion (female repro)
<b>Wednesday, NOV. 18</b> Mtg Time: 11-12:50	Interprofessional Assignment:1 (Independent groups)	Read Chapter 15
<b>WEEK 13</b> <b>Monday, NOV. 23</b> Mtg Time: 11-12:50	Breast Pathology	<b>QA Session</b>
<b>Wednesday, NOV. 25</b> Mtg Time: 11-12:50	Interprofessional Assignment #2 Bones/Muscle (Independent groups) <b>(This information not tested until the final exam).</b> topic).	
<b>WEEK 14</b> <b>Monday, NOV. 30</b> Mtg Time: 11-12:50	<b>Exam 4</b>	Read Chapter 17 and 18
<b>Wednesday, DEC. 2</b> Mtg Time: 11-12:50	Endocrine/Skin	Read Chapter 21 IP #2 Discussion
<b>WEEK 15</b> <b>Monday, DEC. 7</b> Mtg Time: 11-12:50	Nervous System Tumors	Alzheimer's Video

<b>Wednesday, DEC. 9</b> Mtg Time: 11-12:50	Neurodegenerative Diseases	
<b>WEEK 16</b> <b>Monday Dec. 14</b>	Clinicopathologic Correlation Q&A	
<b>FINAL EXAM PERIOD:</b> <b>Monday December 21<sup>st</sup></b> <b>2:45-4:45</b>	<b>Comprehensive Final</b>	

***This schedule is tentative & subject to modifications during the course of the semester.***