

## HS 390 Human Pathophysiology Spring 2019

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### **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.

### **TEXTBOOK RENTAL:**

Damjanov, I. (2017). Pathology for the Health Professions (5th ed.). St. Louis: Elsevier.

### **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:**

This is a hybrid course that will consist of independent study/readings, lectures (both in-person and recorded on Canvas) and class discussion. Course-related materials will be posted on Canvas. Students are expected to read chapters as assigned in your textbook and listen to recorded lectures as outlined in the course schedule. **Readings and/or recorded lectures typically cover Monday and possibly some Wednesday materials. Most Wednesday classes will meet in person and consist of lecture, case studies, assignments, and/or small/large group discussions, and exams.** In addition, online discussion boards may also be utilized.

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

1. **Come to class! Complete all assigned readings/assignments/discussions, etc., and listen to recorded 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 to help focus and think about concepts. Discuss content with peers between classes to help with understanding.
4. Use class text for reference and complete all assigned readings.

5. Familiarize yourself with anatomy and physiology concepts located in your text at the beginning of each organ system chapter 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 ACTIVITIES/ASSIGNMENTS/GRADING:**

#### **Exams:**

**Exams will be scheduled during class periods** and will cover designated units and objectives under study. Objectives are covered via a combination of text readings, lectures (both in-class and recorded), assignments, and/or discussions.

**The final exam will be comprehensive and will cover all materials studied.** A portion of the final will consist of new material not previously tested and a portion will cover materials previously studied in the course.

#### **Discussions:**

Discussions may be utilized (either online or in-person) to solve case studies and drive rich discussions in groups as assigned by the instructor. A rubric covering how material will be graded for online discussions will be posted to Canvas.

#### **Assignments:**

Assignments may consist of text book questions (as assigned by the instructor over the course of the semester), in class case studies, online discussions and/or journal review. Students' may 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.

Depending on the professional make-up of the class, attempts will be made for students to work in interprofessional (IP) teams to solve interprofessional assignments 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 to students to later work in interprofessional clinical teams. Interprofessionalism is 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.

**Course Grade:**

Assignments	40%
Lecture Exams	40%
Comprehensive Final	20%

**Grading Scale:**

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
		Less than 60	F

**ATTENDANCE**

It is your responsibility to come to class. If you don't, you are responsible to learn the information covered. I will not send it to you nor will I let you make up any points earned in class that day unless the absence is deemed excused. You must be here to participate and learn.

Absence from class is only excused with written documentation (doctor's excuse, printed obituaries, coaches' note for games, etc.). I expect to hear from you before the possibility of you missing an exam, quiz, or an assignment due date.

**UNIVERSITY POLICIES:****Academic Honesty & Misconduct**

Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential.

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action:

**Plagiarism** - presenting someone else's words, ideas, or data as your own work.

**Fabrication** - using invented information, falsifying research or other findings.

**Cheating** - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered. Examples include, but are not limited to:

1. Copying from another learner's work
2. Allowing another learner to copy from your work
3. Collaborating on an assessment (graded assignment or test) without permission from the instructor
6. Taking a test for someone else or permitting someone else to take a test for you

**Academic Misconduct** - other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes. Academic dishonesty is NOT ACCEPTABLE. UWSP subscribes to the definitions of academic dishonesty provided by the National Association of Student Personnel Administrators. Academic misconduct in the University of Wisconsin System is defined by UWS Chapter 14. The complete text of the chapter is available to you from the Dean of Students or you can visit <https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=11> for more information.

**ADA STATEMENT:**

In compliance with the Americans with Disabilities Act, students are encouraged to register with UWSP Disability and Assistive Technology Center (DACT) for assistance with accommodations. It is the student's responsibility to work with DATC to document permanent or temporary disability in order to determine eligibility and receive reasonable accommodations. The college cannot assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability. Contact DACT at [datctr@uwsp.edu](mailto:datctr@uwsp.edu), 715-346-3365, Room 609 Albertson Hall, 900 Reserve Street, Stevens Point, WI 54481.

**The instructor reserves the right to make changes to the syllabus, schedule, and course content. Any in-class announcements (verbal or written), announcement postings to the learning management system, or announcements via email, etc. are considered official addendums to this syllabus. It is the student's responsibility to know what changes have been made. It is the student's responsibility to check the learning management system and/or emails for course announcements.**

**HS 390 Pathophysiology  
Spring 2019**

The schedule below lists topics to be covered. Students are responsible for all information.  
**Note: This schedule is tentative & subject to modifications during the course of the semester.**

<b>Date</b>	<b>Topics</b>	<b>Activity</b>
<b>WEEK 1: Module 1 Monday</b>	<b>Student Vacation</b>	
<b>Wednesday</b>	Class Overview, Syllabus, Schedule, Grading/Unit 1: Cell Pathology	Read Chapter 1 and 2
<b>WEEK 2: Module 2 Monday</b>	Inflammation (Recorded) Parts 1 and 2	Read Chapter 3
<b>Wednesday Module 3</b>	Immunopathology Innate/Specific	<b>In-Class Case Studies time permitting; Q/A for Exam 1 time permitting.</b>
<b>WEEK 3: Module 3 Monday</b>	Immunopathology-Hypersensitivities (Recorded)	
<b>Wednesday</b>	<b>Exam 1</b>	Read Chapter 4
<b>WEEK 4: Module 4 Monday</b>	Neoplasia (Recorded)	Read Chapter 5
<b>Wednesday Module 4 cont.</b>	Hemodynamics	Read Chapter 7
<b>WEEK 5: Module 5 Monday</b>	Development-Defects Parts 1 and 2 (Recorded) Begin Listening to Cardiovascular Parts 1 and 2 in preparation for Wednesday's class (Case-Study).	Read Chapter 6 <b>Case Study: Unknown Challenge Online</b>
<b>Wednesday Module 6</b>	Cardiovascular – (Atherosclerosis, HTN, CHF) Overview/ <b>In-Class Case Study</b>	<b>Cardiovascular Case-Study in-Class Q/A</b>
<b>WEEK 6: Module 6 Monday</b>	Cardiovascular Cont. Parts 1, 2, 3 recorded	

<b>Wednesday</b>	<b>Exam 2</b>	Read Chapter 8
<b>WEEK 7: Module 7 Monday</b>	Respiratory (Recorded) Parts 1, 2, and 3.	Read Chapter 10
<b>Wednesday Module 8</b>	Gastrointestinal (Upper GI) Oral Cavity-duodenum	Read Chapter 10
<b>WEEK 8: Module 8 cont. Monday</b>	Gastrointestinal/Lower GI Parts 1 and 2 (Recorded)	Read Chapter 11
<b>Wednesday Module 9</b>	Liver and Biliary System (Recorded) <b>GI Case Study In-Class</b>	Read Chapter 12 <b>GI Case Study Q/A time permitting</b>
<b>SPRING BREAK 2019 MARCH 16-24</b>		
<b>WEEK 9: Module 9 cont. Monday</b>	Pancreas (Recorded)	
<b>Wednesday</b>	Interprofessional Assignment #1	Q/A Session
<b>WEEK 10: Module 10 Monday</b>	Urinary-Kidneys (Recorded) Urinary/Kidneys is not tested until exam 4. Exam 3 covers respiratory through pancreas.	Read Chapter 13
<b>Wednesday</b>	<b>Exam 3</b>	
<b>WEEK 11: Module 11 Monday</b>	Urinary-Bladder/ureters/urethra (Recorded)	Read Chapter 14
<b>Wednesday</b>	Male Repro	
<b>WEEK 12: Module 12 Monday</b>	Female Repro (Recorded)	Read Chapter 16
<b>Wednesday</b>	Interprofessional Assignment #2 Bones/Muscle (Independent groups) <b>(This information not tested until the final exam).</b>	QA Session
<b>WEEK 13: Module 13 Monday</b>	Breast Pathology Parts 1 and 2 (Recorded)	

<b>Wednesday</b>	<b>Exam 4</b>	Read Chapter 17 and 18
<b>WEEK 14: Module 14 Monday</b>	Endocrine (Recorded) Skin (Recorded)	Read Chapter 21
<b>Wednesday Module 14 cont.</b>	Exam 4 Review Tumors of the CNS	
<b>WEEK 15: Module 15 Monday</b>	Clinicopathologic Correlation (Recorded)	
<b>Wednesday Module 15 cont.</b>	Neurodegenerative Diseases	Q/A
<b>FINAL EXAM PERIOD:</b>	<b>Comprehensive Final</b>	