Course Number: RADS 3203 x11  3 credits  Fall 2011

Course Title: Pathophysiology

Faculty:
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Course Overview:
This course investigates general pathology and organ system pathology. It includes a brief review of normal structure and function, followed by more in-depth descriptions of specific pathologic processes. Students will use textbooks and Internet resources to learn the basic characteristics, etiology, pathogenesis, clinical features, diagnostic tools including medical imaging procedures, prognoses, and therapies for each of the specific pathologies. Students will participate in online discussions and a pathology presentation in this course.

Course Objectives: Upon completion of this course, a student will:
• Describe how pathologic processes affect normal structure and function.
• Identify the basic characteristics, etiology, pathogenesis, clinical features, and diagnostic tools including medical imaging procedures, prognoses, and therapies for specific pathologies.
• Create a pathology presentation with APA in-text citations and an APA reference list.

Textbooks:

GENERAL COURSE INFORMATION

Teaching Strategies:

Evaluation & Due Dates:

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Grade Scale:
- A = 100 - 90
- B = 89 - 80
- C = 79 - 70
- D = 69 – 60
- F = 59 and below

The last opportunity to drop this course with a grade of "W" is October 17. Refer to the Undergraduate Bulletin for details about receiving a grade of “Incomplete” in a course. In an emergency or extenuating circumstance, a student may request a grade of “Incomplete” in a course before grades are submitted. If the instructor grants the “Incomplete,” the student has until thirty (30) days after the beginning of the next long semester to complete the course requirements. If the student does not complete the course requirements within the deadline, the grade of “Incomplete” will automatically convert into a grade of "F."

Attendance:
This is an online course and there are no mandatory sessions. However, the student should be vigilant in logging onto Blackboard. Regular checks will insure that messages from the instructor are received in a timely manner. This course is on a schedule that will be strictly adhered to. See the Evaluation & Due Dates section for specific information about unit activity due dates.

The instructor will be available to meet face-to-face with any interested students on TBA. This meeting is optional and must be confirmed by email ahead of time with the instructor.
Communication with Instructor:
Contact information for the instructor is listed at the beginning of this syllabus. Email is the preferred mode of communication. Students must use their standardized MSU Student email for correspondences about this course. Students are responsible for updating their WebWorld information with this email address. Students must indicate the preferred email in WebWorld as well.

Faculty members will not be responsible for keeping up with other email addresses for students.

The instructor will respond or at least acknowledge email messages from students within a maximum of five (5) business days when MSU is in session. Beyond standard university holidays and breaks, the instructor will notify students of any extended periods of time when email contact is not practical (professional meetings, etc)

When emailing the instructor, you must use the following subject header:

3203_your last name_topic of message

Example: 3203_Smith_Quiz 4

The instructor will post announcements on Blackboard. It is imperative that students log on weekly so that important announcements are not missed.

When there is a need to contact students, the instructor will use the students’ “students.mwsu.edu” email account. The instructor is not responsible for sending emails to any other email account.

CLASS ACTIVITIES AND ASSIGNMENTS

Independent Reading Assignments

Students should complete the reading assignments, answer the chapter objectives, review the Internet resources, and review the questions at the chapter end before attempting the open book module quizzes. See the Course Schedule at the end of this syllabus for specific information about module quiz due dates.

The course content is divided into modules by chapters. Additional resource material is available through the Internet.

Module 1: Chapters 1 – 5 Basic Concepts

Module 2: Chapters 7,8,10,11,12,13,16 Effects of Disease Process

Module 3: Chapters 26 Musculoskeletal, 22 Acute Neuro, 23 Chronic Neuro
(with light coverage of Chronic Degenerative Disorders pp 585-594, Dementia pp 522-524, and Mental Disorders pp 524-526)

Module 4: Chapters 17 Blood Lymph, 18 Cardiovascular, 19 Respiratory

Module 5: Chapters 20 GI, 25 Endocrine

Module 6: Chapter 6 Fluid, Electrolyte, Acid-Base, Chapter 21 Urinary
Graded Course Activities

Late submissions will not be accepted because of the nature of the course. Be sure to adhere to the activities deadline identified in the Evaluation and Due Dates section of this syllabus. Course activities not completed by the identified due dates will have a grade of zero recorded.

Blackboard Open Book Module Quizzes

When a student has reviewed a module (textbook chapters and module notes) and is ready for the quiz, he or she will log on to Blackboard and receive a customized timed, open-book module quiz consisting of randomized multiple choice questions. Student will have one hour for each attempt.

It is important to know the module content before attempting the module quizzes. Quiz scores will be available immediately after a student submits his or her quiz for grading. Students may take each module quiz up to two times, with the average of the scores being recorded. Quizzes and grades can be accessed using the ASSESSMENTS link under course tools.

Students are encouraged take the quizzes at regular intervals throughout the semester to provide a better educational experience, but all module quizzes are available starting the day classes begin to provide maximum flexibility with student schedules.

If students have technical difficulties during a quiz, they should use the “Help” link at the top toolbar in Blackboard, contact the MSU Information Systems Support Staff, and send an email right away to the course instructor explaining what happened.

If a student finds a faulty quiz test item or believes that a quiz question has been scored incorrectly, he or she should send an email to the course instructor that includes the following:

- Module Quiz Number (1 - 6)
- Question Stem
- Answer Scored as Correct by the Computer
- Answer the Student Thinks Should be Correct
- Rationale Supporting Why the Student's Answer is Correct
  - Page numbers must be included when referencing the textbook in a rationale

For example, a student can not send the message “I think question number ten is wrong on quiz four” because each student gets a quiz of randomly generated test items. The instructor has to know the question stem to find the question in the database.

After reviewing the case, if the course instructor thinks a revision is justified, the student’s quiz score will be revised to reflect the additional points and the test bank will be updated. It may take several weeks for the student to receive a response because the instructor works on batches of questions for a particular quiz at a time.
Pathology Presentation

The purpose of this activity is to reinforce the **role of medical imaging procedures** for diagnosing pathologies. Students should demonstrate that they have an understanding of the pathologies they chose, but perhaps more importantly, this presentation provides an opportunity for students to "step back" and see how the procedures done every day in medical imaging departments are a vital component for successful diagnosis and treatment of the patients who have these pathologies. The intended audience for the student-created presentation is imaging professionals, not patients.

Students will prepare a PowerPoint presentation on a selected and approved pathology topic. **Topics must be approved through the Pathology Presentation Requests discussion forum.** Students cannot use pathology reports submitted previously for other classes.

A template has been provided in the *Pathology Presentation* discussion forum. Students may use the skeleton PowerPoint to create his or her presentation. **More slides may need to be added to appropriately address all the required elements.** The following must be addressed:

**Identification and Discussion of Pathology**
- Description of the pathology.
- What other names are used for this pathology?
- What causes this pathology?
- How does this pathology affect normal physiology?
- Images may be included. If included, they must be described in the narrative.
- Citations of sources used, in APA (6th ed) format, on each slide.
- Additionally, each slide must have a narrative, or transcript, to accompany the slide. This must be located in the “Notes” section of the slide, and must be written at baccalaureate level.

**Diagnostic Methods**
- Using appropriate medical terminology and discussion geared towards the intended audience, specifically describe medical imaging procedures – **this is one of the main purposes for doing this report because it focuses on the roles of medical imaging!**
- Using appropriate medical terminology and discussion geared towards the intended audience, describe what this pathology looks like on the images. Images must be included and described.
- Using appropriate medical terminology and discussion geared towards intended audience, explain how this pathology may alter these procedures.
  - For example: What needs to be done differently and/or what follow up imaging studies need to be performed and/or how will the pathology appear on the images? Also, include required changes in imaging protocols for CT, MRI, etc.
- Each student is required to interact with at least one RADIOLOGIST about using medical imaging for this pathology. This personal communication should be cited in the report, but should not be included in the Reference List, according to APA guidelines.
- Citations of sources used, in APA (6th ed) format, on each slide
- Additionally, each slide must have a narrative to accompany the slide. This must be located in the “Notes” section of the slide, and must be written at baccalaureate level.

**Treatment & Prognosis**
- What drugs and treatments are used? Why?
- How successful are they?
- What is the overall prognosis of the pathology?
- Citations of sources used, in APA (6th ed) format, on each slide
- Additionally, each slide must have a narrative/transcript to accompany the slide. This must be located in the “Notes” section of the slide, and must be written at baccalaureate level.

**Conclusion**
- Provide concluding remarks about the pathology: brief recap of the above sections.
- What is the role of the technologist?
- List of helpful web links
- Additionally, each slide must have a narrative/transcript to accompany the slide. This must be located in the “Notes” section of the slide, and must be written at baccalaureate level.
In addition to the presentation, students must also include a **reference list** (as a WORD document) to include all sources used for this presentation. Students must show evidence of using a minimum of three scholarly sources. Students may use the course textbook; however, no other textbook or webpage may be used. **Students must use articles from peer-reviewed journals as sources.** The reference list must be constructed in APA (6th ed) format. The presentation documents must be submitted to the Pathology Presentation discussion forum, which can be located under the DISCUSSIONS tab in COURSE TOOLS. The grade rubric is also in this area. It is advised that students review the rubric before submitting their presentation so that they can ensure all aspects of the submitted presentation are adequately addressed.

When preparing the presentation, it is important to note the layout of the slides. Slides should not be wordy or “busy.” They should construe the most important information for that topic. See this link for help in preparing PowerPoint presentations: [http://www.enr.state.nc.us/DSWC/pages/GuidePowerPoint.ppt](http://www.enr.state.nc.us/DSWC/pages/GuidePowerPoint.ppt). Also, any image used must be adequately discussed in the narrative. When describing images that identify certain pathologies and radiological indications it is essential to use and refer to colored arrows, arrowheads, etc. to highlight the area of interest.

The presentation must be prepared as if being developed for a continuing education presentation. This means that it should be well-researched and prepared with the appropriate audience in mind at all times. This must also be evident in the narrative. The narrative in the notes section would be what the speaker would say. It must be written in complete sentences and at the baccalaureate level with appropriate grammar, sentences structure, spelling, punctuation, etc. The APA Manual provides information in the first few chapters on this topic. Furthermore, information used for this presentation and narrative must be synthesized from the sources used. Information CANNOT be cut-paste from sources, nor can it be direct quotes unless correctly indicated as such and in accordance with the APA Manual (6th ed.). Direct quotes must be used sparingly.

### Comprehensive Final Exam

The **comprehensive proctored open-book final exam** will be administered using Blackboard. Each student must have a proctor and test site approved by the course instructor before taking the exam. **Students are not allowed to print the final exam.** The exam is two (2) hours in length.

Proctor Guidelines and the Proctor Application form are available from Blackboard. The MSU Radiologic Sciences department now uses a standardized protocol and proctor application. Students must provide the proctor with the Proctor Guidelines. Students should submit the completed proctor application to the instructor (fax, US mail, or email from proctor) by the scheduled due date at the end of this syllabus. All enquires about the proctor application should be directed to the appropriate instructor.

Proctor approval will be indicated in the grade book as approved or not approved. If you receive a “not approved” you must contact the course instructor ASAP to find out why.
POLICIES

Special Needs:
In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable adjustments in its policies, practices, services, and facilities to ensure equal opportunity for qualified persons with disabilities to participate in all educational programs and activities.

The Office of Disability Services (ODS) provides information and assistance, arranges accommodations, and serves as a liaison for students, instructors, and staff. The ODS has assistive devices such as books on tape, recorders, and adaptive software which can be loaned to qualified individuals. A student/employee who seeks accommodations on the basis of disability must register with the Office of Disability Services in the Counseling Center, Clark Student Center Room 108. Documentation of disability from a competent professional is required.

Individuals with grievances related to discrimination or lack of accommodation on the basis of a disability are encouraged to resolve the problem directly with the area involved. If the matter remains unresolved, advice and/or assistance will be provided by the Office of Disability Services for resolution. The grievance procedure may be found in the Student Handbook and Activities Calendar.

The Director of the Counseling Center serves as the ADA Coordinator and may be contacted at (940)397-4618, TDD (940)397-4515, or 3410 Taft Blvd., Clark Student Center Room 108.

Administrative Process:
Unresolved issues related to this course should be first addressed between the student and the course instructor. If there is no resolution, students must follow this sequence:
Department Chair – Dr. Donna Wright (940-397-4615)
College Dean – Dr. Patti Hamilton (940-397-4594)
Dean of Students – Dail Neely (940-397-6273)

Honor System:
RADS 3203 adheres to the MSU Code of Conduct. In particular, academic dishonesty, however small, creates a breach in academic integrity. A student’s participation in this course comes with the expectation that his or her work will be completed in full observance of the MSU Code of Student Conduct. A student should consult the current Student Handbook for answers to any questions about the code.

Many components of RADS 3203 are designed to be highly interactive with students helping each other learn. Students are encouraged to take full advantage of many resources available including online WebCT course resources, Internet sites, other textbooks and journals, faculty, and peers when answering objectives. This interactive collegial learning environment is conducive for life-long learning.

All components of RADS 3203 are designed to represent the efforts of each student INDIVIDUALLY and are NOT to be shared or copied (plagiarized) from other sources. When students submit their efforts for grading, they are attesting they abided by this rule.

Cheating includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing.
papers, preparing reports, solving problems, or completing other assignments; or (3) the acquisition of tests or other academic materials belonging to the university faculty or staff without permission.

Plagiarism includes, but is not limited to, the use of, by paraphrase or direct quotation without correct citation in the text and on the reference list, the published or unpublished works of another person. Students may NOT submit papers and assignments that they have previously submitted for this or other courses. The use of materials generated by agencies engaged in "selling" term papers is also plagiarism. Students are encouraged to review the tutorials and suggested websites for more information about plagiarism. Papers and other assignments may be submitted to an external agency for verification of originality and authenticity.

Academic dishonesty (cheating, plagiarism, etc.) will not be tolerated in this class. Whenever a student is unsure of whether a particular situation will be interpreted as academic dishonesty, he/she should ask the instructor for clarification. If students are guilty of academic dishonesty, a grade of zero (0) will be given for the quiz, assignment, etc. Cases may also be referred to the Dean of Students for possible dismissal from the university.

**PLEASE NOTE**

*By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes. Specifically, faculty may submit student papers and assignments to an external agency to verify originality and authenticity, and to detect for plagiarism.*