



HIM 135

Medical Pathology

Effective Term

Spring 2021

# INSTRUCTIONAL PACKAGE

## PART I: COURSE INFORMATION

EFFECTIVE TERM: 202020

COURSE PREFIX: HIM 135

COURSE TITLE: Medical Pathology

CONTACT HOURS: 3-0-3

CREDIT HOURS: 3.0

### RATIONALE FOR THE COURSE:

This course contains the essential theory, skills and special coding procedures required to meet the medical pathology needs in hospitals, clinics, and other health care settings.

### COURSE DESCRIPTION:

This course is a study of disease processes, general classification of disease, including signs and symptoms, systems affected by disease, diagnostic measures, types of treatment, including surgical and/or chemical intervention, and terminology.

### PREREQUISITES/CO-REQUISITES:

Credit level HIM 103 Minimum Grade of C or Credit level AHS 102 Minimum Grade of C or Credit level BIO 110 Minimum Grade of C.

### REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

### TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.  
WaveNet and D2L email access.

### STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

## **CLASSROOM ETIQUETTE:**

**NETIQUETTE:** is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit: [Online Netiquette](#).

## **PART II: STUDENT LEARNING OUTCOMES**

### **STUDENT LEARNING OBJECTIVES**

#### **COURSE LEARNING OUTCOMES and ASSESSMENTS:**

##### **Learning Objectives: Chapter 1 Mechanism of Disease, Diagnosis and Treatment**

ASSESSMENTS: Essentials of Human Disease and Conditions textbook and workbook exercises, discussions, and quiz

- \* Explain how a pathologic condition affects the homeostasis of the body
- \* Identify the predisposing factor of disease
- \* Explain the body's natural defense system against infection
- \* Describe the difference between benign and malignant neoplasms
- \* Discuss the principles and goals of patient teaching

##### **Learning Objective: Chapter 2 Developmental, Congenital, and Childhood Diseases and Disorders**

ASSESSMENTS: Essentials of Human Disease and Conditions textbook and workbook exercises, discussions, and quiz

- \* List the possible causes of congenital anomalies
- \* Discuss genetic disorders and syndromes
- \* Describe the condition of prematurity and associated disorders: the causes and treatment
- \* List symptoms and signs of Down syndrome
- \* Describe patent ductus arteriosus (PDA)

##### **Learning Objectives: Chapter 3 Immunologic Disease and Conditions**

ASSESSMENTS: Essentials of Human Disease and Conditions textbook and workbook exercises, discussions, and quiz

- \* Name the functional components of the immune system
- \* Explain how T cells and B cells specifically protect the body against disease
- \* Explain the ways that human immunodeficiency virus (HIV) is transmitted
- \* Explain the destructive mechanisms in autoimmune diseases
- \* Detail the pathology of rheumatoid arthritis (RA)

### **Learning Objectives: Chapter 4 Disease and Condition of the Endocrine System**

ASSESSMENTS: Essentials of Human Disease and Conditions textbook and workbook exercises, discussions, and quiz

- \* Describe the importance of hormones and explain some of the critical body functions that they control
- \* List the major glands of the endocrine system
- \* Describe the condition of dwarfism and its etiology
- \* Explain the pathogenesis of diabetes mellitus
- \* Explain why hypoglycemia can be a serious medical condition

### **Learning Objectives: Chapter 5 Disease and Disorders of the Eye and Ear**

ASSESSMENTS: Essentials of Human Disease and Conditions textbook and workbook exercises, discussions, and quiz

- \* Recall and define the four main refractive errors of vision
- \* Compare the pathology and etiology of nystagmus with that of strabismus
- \* Explain the importance of early treatment of glaucoma
- \* Compare conductive hearing loss with sensorineural hearing loss
- \* Explain the signs and symptoms of Meniere disease

### **Learning Objectives: Chapter 6 Diseases and Conditions of the Integumentary System**

ASSESSMENTS: Essentials of Human Disease and Conditions textbook and workbook exercises, discussions, quiz, and test

- \* Explain the functions of the skin

- \* Recognize common skin lesions
- \* Explain why the treatment of cellulitis is important
- \* List the preventive measure for decubitus ulcers
- \* Describe the guidelines for avoiding excessive sun exposure

### **Learning Objectives: Chapter 7 Diseases and Conditions of the Musculoskeletal System**

ASSESSMENTS: Essentials of Human Disease and Conditions textbook and workbook exercises, discussions, and quiz

- \* List the function of the normal skeletal system
- \* Distinguish among the pathologic features of lordosis, kyphosis, and scoliosis
- \* Discuss the prevention of bursitis
- \* Describe the disability that results from advanced osteoporosis
- \* Explains the causes of fractures (broken bones) and how fractures are classified
- \* Explain how torn meniscus is treated

### **Learning Objectives: Chapter 8 Diseases and Conditions of the Digestive System**

ASSESSMENTS: Essentials of Human Disease and Conditions textbook and workbook exercises, discussions, and quiz

- \* Explain the process of normal digestion and absorption
- \* Discuss the importance of normal teeth and a normal bite
- \* Describe the treatment of gastroesophageal reflux disease (GERD)
- \* Explain the differences between the pathology of Crohn disease and that of ulcerative colitis
- \* Contrast the causes and preventative measures of hepatitis A and hepatitis B. Explain how health care providers are at special risk for hepatitis B

### **Learning Objectives: Chapter 9 Diseases and Conditions of the Respiratory System**

ASSESSMENTS: Essentials of Human Disease and Conditions textbook and workbook exercises, discussions, and quiz

- \* Explain the process of respiration
- \* List the groups recommended to receive prophylactic use of influenza vaccines
- \* Contrast the pathologic course of acute bronchitis with that of chronic bronchitis
- \* Describe the clinical course of infections of mononucleosis
- \* Name the leading cause of cancer deaths worldwide for both men and women

### **Leading Objective: Chapter 10 Diseases and Conditions of the Circulatory System**

ASSESSMENTS: Essentials of Human Disease and Conditions textbook and workbook exercises, discussions, and quiz

- \* Discuss the anatomy and physiology of the heart
- \* Name the common presenting symptoms in patients with cardiovascular disease
- \* Explain the difference between angina pectoris and myocardial infarction (MI)
- \* Compare left-sided heart failure with right-sided heart failure
- \* Recall the cardiac manifestations of rheumatic heart disease
- \* Distinguish between lymphedema and lymphangitis
- \* Explain the cause of classic hemophilia

### **Learning Objective: Chapter 11 Diseases and Conditions of the Urinary System**

ASSESSMENTS: Essentials of Human Disease and Conditions textbook and workbook exercises, discussions, quiz, and test

- \* Explain the structure and function of the normal urinary system
- \* Explain how pathologic conditions of the urinary system threaten homeostasis and result in illness
- \* Distinguish between hemodialysis and peritoneal dialysis
- \* Discuss treatment measures for prolonging life of the patient with chronic renal failure (CRF)
- \* Describe diabetic nephropathy
- \* Discuss urinary catheterization

## **Learning Objective: Chapter 12 Diseases and Conditions of the Reproductive System**

ASSESSMENTS: Essentials of Human Disease and Conditions textbook and workbook exercises, discussions, and quiz

- \* Identify risk factors for sexually transmitted diseases (STDs)
- \* Explain the stages of untreated syphilis
- \* Explain how varicocele may contribute to male infertility
- \* List the symptoms experienced by a male with benign prostatic hyperplasia
- \* Name the hormones that regulate the menstrual cycle
- \* List the factors of cervical cancer
- \* Discuss possible causes of spontaneous abortion (miscarriage)
- \* Explain how a pregnant woman is monitored for toxemia

## **Learning Objective: Chapter 13 Neurologic Diseases and Conditions**

ASSESSMENTS: Essentials of Human Disease and Conditions textbook and workbook exercises, discussions, and quiz

- \* Name the main components of the nervous system
- \* Name the common symptoms and signs of cerebrovascular accident (CVA)
- \* Define a transient ischemic attack (TIA)
- \* Describe three mechanisms of spinal injuries
- \* Explain how symptoms of Parkinson disease are controlled
- \* Describe the progression of amyotrophic lateral sclerosis (ALS)

## **Learning Objective: Chapter 14 Mental Disorders**

ASSESSMENTS: Essentials of Human Disease and Conditions textbook and workbook exercises, discussions, quiz, and test

- \* Name the contributing factors to mental disorders
- \* Describe the characteristic manifestations of pervasive developmental disorders (PDDs) including autism
- \* Explain important factors in the treatment of Alzheimer disease

- \* Relate treatment options for alcohol abuse
- \* Explain why bipolar disorder is considered a major affective disorder. Describe the treatment approach
- \* Discuss the relationship between anxiety and conversion disorder

### **General Education Outcomes**

This course fulfills the following General Education Outcomes through the weekly quizzes, Final Exam and Class Assignments. Upon completion of this course, students will be able to:

- Communicate effectively.
- Possess problem solving skills/think critically.
- Display ethical and professional behavior in a multicultural environment.

## **PART III: GRADING AND ASSESSMENT**

***Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

### **GRADING SYSTEM:**

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

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

### **EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\*:**

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.



## EVALUATION\*

Quizzes	25%
Dropbox	15%
Class Discussion	10%
Test & Final Exam	50%
	100%

## Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

**For online and hybrid courses**, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

## Part V: Student Resources



### THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers to all students the following **free** resources:

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring appointments using TutorTrac, visit the Student Services tab in WaveNet. Email [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



## **STUDENT INFORMATION CENTER: TECH Central**

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) including scheduled technology training, Office 365 support, password resets, and username information.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.
5. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324).

## **DISABILITY SERVICES:**

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

## **STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:**

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

## **TITLE IX REQUIREMENTS:**

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

## **INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:**

**Student and prospective student** inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

**Dr. Melissa Batten, VP Student Affairs**

*Title IX Coordinator*

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

[Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu)

**Employee and applicant** inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

**Jacquelyne Snyder, VP Human Resources**

*EEO and Title IX Coordinator*

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)