



INSTRUCTIONAL PACKAGE

HIM 135

Medical Pathology

Effective Term

Fall 2026/Spring 2027/Summer 2027

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2026/Spring 2027/Summer 20267

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.

***Online/Hybrid** courses require students to complete the [Distance Learning Orientation Video](#) prior to enrolling in an online course.

REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information.

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 learning management system (LMS) used for course materials.
Access to myHGTC portal for student self-services.
College email access – this is the college's primary official form of communication.

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.

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

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

Learning Objective: Chapter 15 Disorders and Conditions Resulting from Trauma

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

- * List the major types of trauma
- * Name the conditions classified as thermal insults
- * Define hypothermia and list those most at risk
- * Explain the importance of immediate intervention in shaken infant (baby) syndrome

- * Discuss the signs of impending suicide and possible interventions.
- * Explain the pathology that results in the pain and numbness of carpal tunnel syndrome

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

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%
<u>Test & Final Exam</u>	<u>50%</u>
	100%

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

GRADING SYSTEM:

State the College’s or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10-point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean’s approval if changes in the scale are made.

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.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student, and a student may not be permitted to reenroll. **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, and 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, contact the SSTC at sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email 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, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **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.



HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related school work; printing is available as well. Visit the [Library](#) website for more information or call (843) 349-5268.

STUDENT TESTING:

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

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 Services staff will review documentation of the student's disability and, in a

confidential setting with the student, engage in an interactive process to 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. Students will need to reach out to the Accessibility and Disability Services staff each semester to renew their accommodations.

COUNSELING SERVICES:

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to counseling@hgtc.edu or visit the website the [Counseling Services webpage](#).

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Horry-Georgetown Technical College shall not discriminate in employment or personnel decisions or in student admissions or in student decisions, or in all other segments of the College community 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 the educational programs and activities which it operates, and the college is prohibited from discrimination in such manner by applicable laws. Practices and requirements for nondiscrimination extend to the enrollment of students in programs and activities of the College and employment by the College.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Tamatha Sells, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5218, tamatha.sells@hgtc.edu or to the US Department of Education Office of Civil Rights. (Telephone: 800-421-3481/Email: OCR@ed.gov).

Other employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Snyder, Vice President, Human Resources and Employee Relations & the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, jacquelyne.snyder@hgtc.edu.

Other student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, Section 504 & Title II Coordinator Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 Hwy 501 E, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, melissa.batten@hgtc.edu.

TITLE IX REQUIREMENTS:

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement*.

*Faculty and Staff are required to report these incidents to the Title IX Coordinator 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).

For more information, contact Tamatha Sells, Title IX Coordinator, Conway Campus, Building 1100C, Room 107B, 843-349-5218, tamatha.sells@hgtc.edu.

PREGNANCY ACCOMMODATIONS

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the [Pregnancy Intake Form](#).